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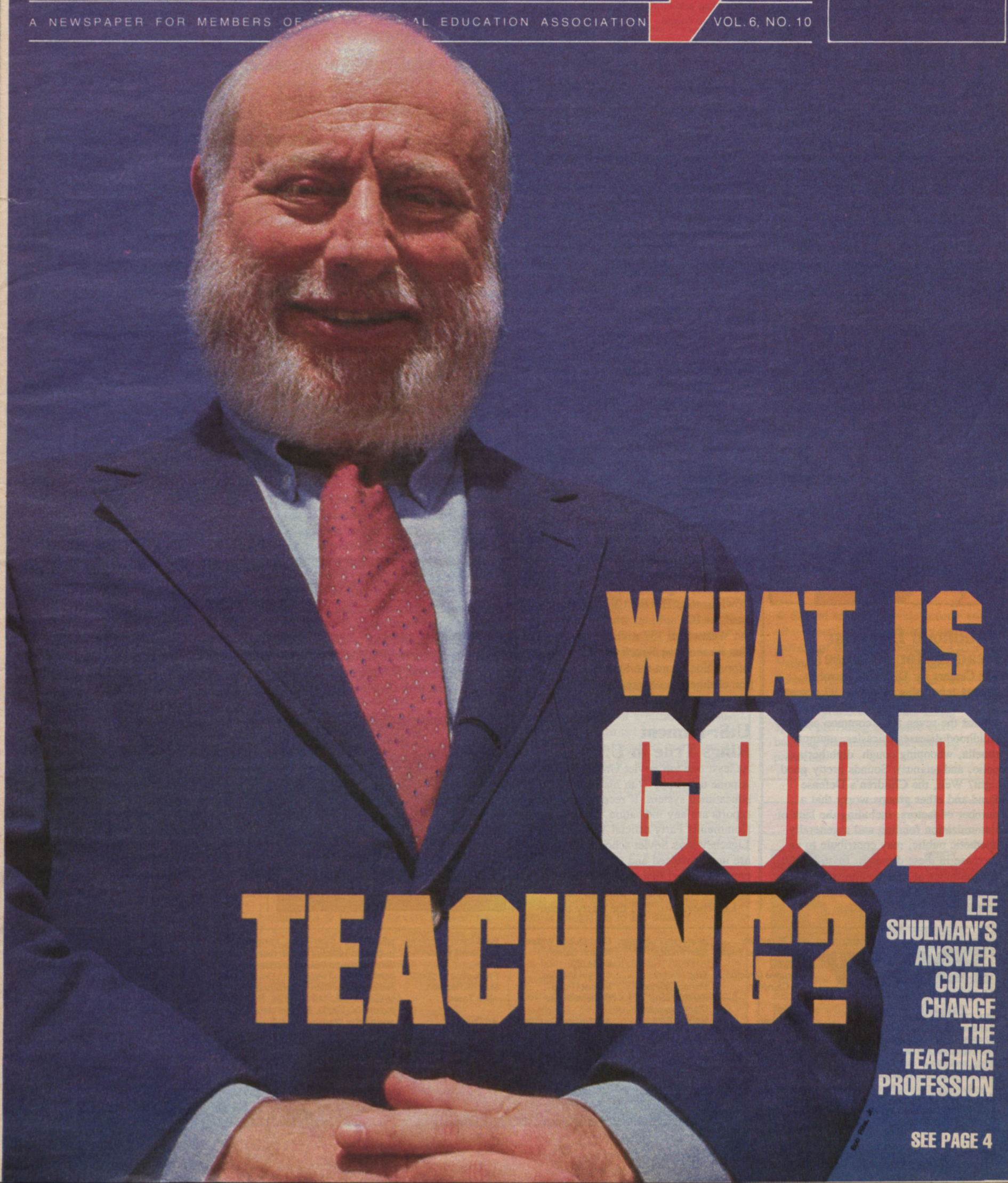
NEA Today

WASHINGTON, D.C. MAY/JUNE 1988

A NEWSPAPER FOR MEMBERS OF [illegible]AL EDUCATION ASSOCIATION VOL. 6, NO. 10



WHAT IS GOOD TEACHING?

LEE SHULMAN'S ANSWER COULD CHANGE THE TEACHING PROFESSION

SEE PAGE 4

PRESIDENT'S VIEWPOINT

A Time To Experiment

Five years ago, the landmark report *A Nation At Risk* called for a new commitment to education. The report spoke to all Americans—and NEA members listened.

In every state, NEA members mobilized to meet the challenges posed by *A Nation At Risk*. So did parents—and many other Americans who care about education.

But *A Nation At Risk* didn't just challenge those of us who have a direct interest in education. *A Nation At Risk* also challenged the federal government.

A Nation At Risk bluntly urged the federal government to help make sure all schools have the resources they need.

That help has not come. Over the past five years, the share of the federal budget devoted to education has actually gone down, to below 2 percent!

The result? Today, five years after *A Nation At Risk*, education reform is dying.

Here is one example: Over a half-dozen states have enacted reforms to lower teacher-student ratios. But class sizes in these states are still sky-high. Why? The funds have never been appropriated to hire the additional teachers needed to make classes smaller.

What's truly at risk in America today are the education reforms inspired by *A Nation At Risk*.

The education reform movement needs new life. That's why this July, at our NEA Representative Assembly in New Orleans, I will ask the 7,000 delegates to approve a bold initiative for education reform.

Joe Di Dio

NEA President
Mary Hatwood Futrell

I will ask all NEA state affiliates to meet with their governors, state school officials, and state legislators and—with them—to designate at least one *entire* school district in every state as a living laboratory for restructuring America's schools.

In these 50 school districts, NEA members, working through their local Associations, would join with school boards, parents, and civic leaders to develop programs to improve education.

Those 50 local communities would be free to turn their school systems upside down or inside out: To open their school doors to three-year-olds . . . or end the arbitrary division of class periods into 50-minute chunks . . . or experiment with alternatives to student tracking. They'd be free to set up demonstration schools where teachers could try out new approaches. They could pioneer school- or site-based management in an entire district.

NEA would share with these districts the results of the education reform experiments we've been conducting over the past five years. Across the United States, there are now over 100 different school sites where NEA members are fashioning innovative and imaginative approaches to learning.

This issue of *NEA Today* spotlights, on page 16, one of these efforts—an NEA Mastery in Learning project at Hillside Junior High in Simi Valley, Calif.

NEA members at Hillside have learned a great deal about what it takes to truly restructure schools for better learning. If experimental school districts were set up all across the United States, the lessons these NEA members have learned could be tested in even broader arenas. The prospects are exciting.

But none of this will happen if the federal government continues to sit on its hands. For experimental school districts to function effectively—and share their experiences—federal help is essential. Real financial help, not a few political pats on the back.

Our nation certainly deserves no less.

TRENDS

Childhood Diseases: Heading for Relapse?

The Centers for Disease Control in Atlanta report that by age 5, 97 percent of the nation's children are immunized against the seven most common early childhood diseases (measles, mumps, rubella, whooping cough, diphtheria, polio, and tetanus). Sounds pretty good, right? Well, the Children's Defense Fund and other groups worry that a number of factors, including the lack of immunization funding and a generally apathetic public, may contribute to an increase in these diseases. In 1986, the total number of mumps and measles cases increased to more than 13,000, compared to 5,700 in 1985.

Rust Belt Losses May Be Permanent

The economy of the nation's Rust Belt has rebounded somewhat in the past year or two, but the region continues to lose both heavy industrial jobs and population, according to a new report from the Northeast-Midwest Institute. In contrast, the South and West are growing not only in population, but in basic manufacturing employment.

The Rust Belt (composed of 18 Mid-Atlantic, Midwestern, and New England states) has lost 2 million manufacturing jobs since 1979. As a result, it now offers 150,000 fewer such positions than the South and West.

The people gap between the regions is growing, too. The Rust Belt population stands at 104 million, while the South and West claim 137 million inhabitants. (See *Washington Watch*, page 6, for information about the impact of population changes on congressional representation.)

U.S. Lament Rings True in U.S.S.R.

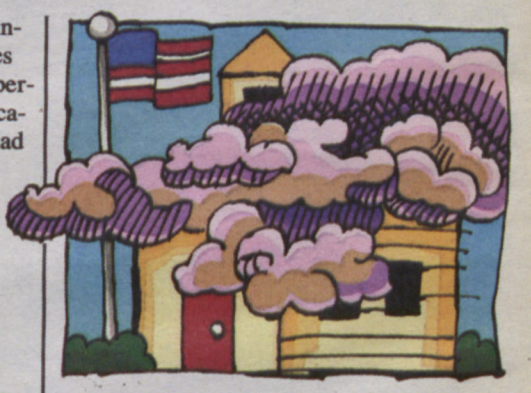
At least one top Soviet Union official is none too happy with his country's educational system, if recent press reports are any indication. Senior Communist Party official Yegor Ligachev says Soviet schools are underfinanced and too rigidly controlled, and that some of the school facilities are woefully inadequate.

Ligachev, No. 2 in the Party hierarchy, was especially critical of the country's failure to invest enough resources in education, noting that in 1970, 11 percent of the Soviet budget went to education but by 1986, the schools' share had fallen to 8 percent. Ligachev also stressed that teachers should have freedom to teach students according to their individual needs.

Flat as a...

Coauthors Alan Lightman and Philip Sadler concluded in the February issue of *Science and Children* that about half of the fourth graders who were part of studies done in the U.S. and Israel still believe the earth is flat.

The authors note that kids have their own theories about things, and they won't let go of them easily. For a child, add the authors, learning science means struggling with contradictions "between what they are told about their world and what they see with their own eyes."



Still Smoggy After All These Years

The smoky, brown-yellow haze that blankets pockets of southern California is so bad, reports the *Washington Post's* Jay Mathews, that schoolchildren attending Glendora schools in Los Angeles County head indoors from the playgrounds when the air monitoring equipment emits a shrill signal.

For a few years, Los Angeles area pollution fighters thought they had the area's smog problem somewhat under control. They don't think so any more. Environmental officials are hoping a new round of tough antipollution measures—including $25,000-a-day fines for employers who don't offer carpool incentives—will help, but they're not willing to predict success.

One reason for the pessimism: a projection that automobile traffic will increase 40 percent over the next 20 years.

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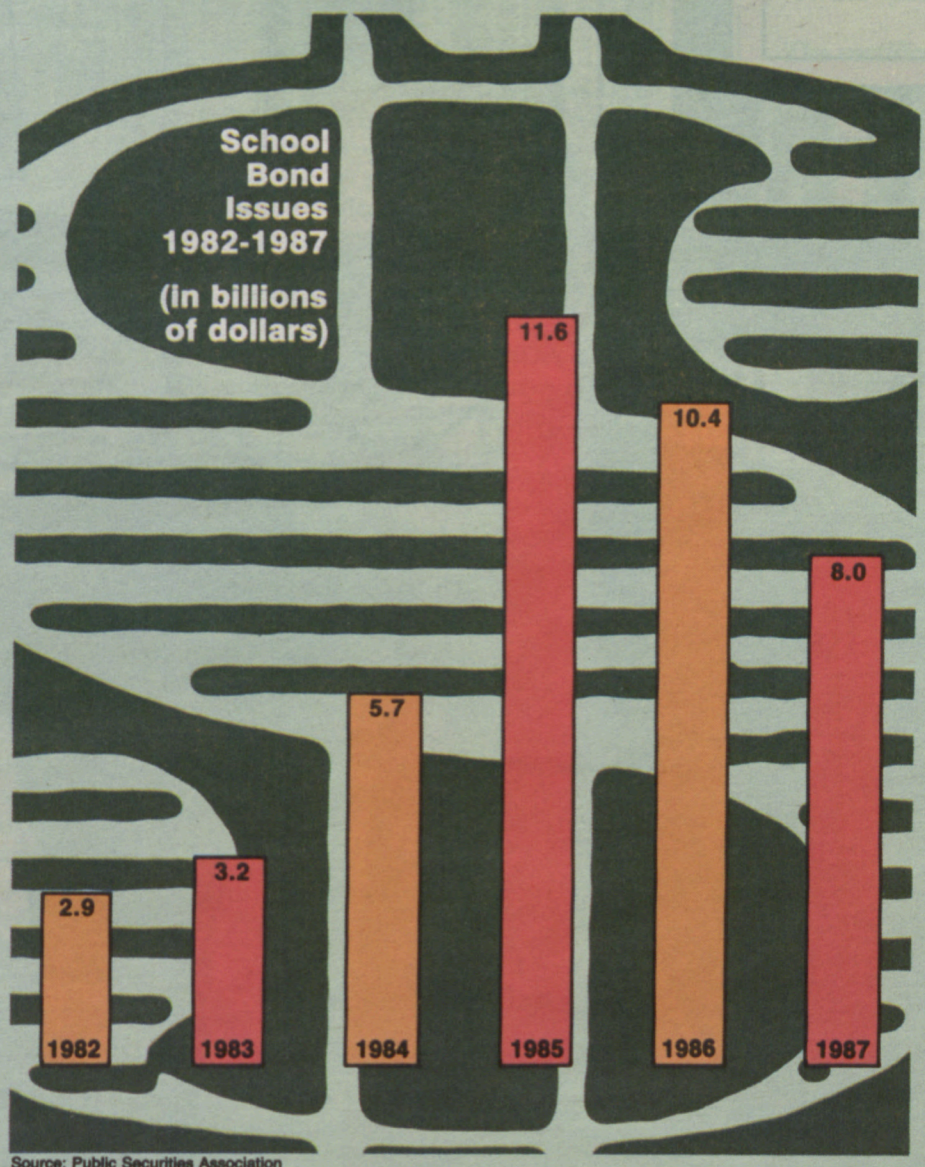
SCHOOL FINANCE

Big Bucks for School Bonds

Voters approved $8 billion worth of school bonds last year to finance the capital needs of school districts. But the world of school bonds isn't as cut-and-dried as you might think.

This February, Dade County, Fla., voters okayed a $980 million bond issue. In May, Clark County, Nev., taxpayers will decide whether to spend $674 million for capital improvements to their schools. Last year, voters nationwide approved school bond issues 1,347 times to the tune of $8 billion, making school bonds the most frequently issued type of municipal bond.

Growth is what big school bond issues are all about, and Dade County and Clark County are seeing tremendous growth in their school populations. In Dade, the number of schoolchildren is increasing at the rate of about 30 kids a day. Clark County, which includes Las Vegas, expects to have 50 percent more students in five years than it has now. Both areas are experiencing population explosions as a result of immigration, population shifts to the Sunbelt, and kids born to baby boomers.



Source: Public Securities Association

Fortunately, that very growth tends to help bond issues pass. "Families moving into an area," says Dennis Holt of the Public Securities Association, "generally see that it's in their best interest to support new schools." Also, a growing population usually means a growing tax base, which moderates tax increases.

In Clark County, it's pretty clear that new schools will be needed, but other factors have caused the Clark County Classroom Teachers Association to hold back its endorsement of the bond issue for now. "We'd like to work with the school board on this," says Association President Barbara Belak. "We're certainly in favor of better school facilities. But once the voters have agreed to such a large bond issue, will they say yes to funds needed to maintain the buildings, hire new staff, and improve teachers' salaries? The public thinks the bonds can be used for everything, but they can't."

When it comes to bonds, it pays—literally—to have a financially shrewd school board. There are many factors—like interest rates—a board can't control, but by watching the market and working with securities specialists, a savvy board can jump into the market at a point when rates are at a low ebb. Of course, this depends on bringing the bond issue to voters before the district's needs become too pressing.

A forward-thinking school board will also avoid incurring too much debt, which would affect its bond rating from Standard & Poor or Moody's Investors Service. These rating services look at debt, taxable wealth, and other factors to determine how secure a bond issue is, before assigning the issuer a rating (triple-A is the highest).

Once voters approve a bond, the board sells the entire issue through a negotiated or competitive process to an underwriter—a commercial bank, syndicate of investors, or securities company. The interest the school must pay depends on the amount the underwriters think they can get for the bonds. Since investors will accept bonds paying lower interest if they're more secure—have a better rating—the underwriter can give the school a better deal. And a difference of just 1 percentage point can make a difference of hundreds of thousands of dollars.

Some districts got into the bond market early, before the new tax law took effect in 1987. The total volume of school bonds doubled from $5.7 billion in 1984 to $11.6 billion in 1985, then dropped back by $1 billion in 1986 (see chart at left).

School districts were reacting to the tax law's provisions that would make it more expensive to issue a large bond of any kind. Before the new law, it was standard practice for a district to invest bond money until it was needed, using the interest to help pay back the bond. But in order to limit the practice of arbitraging—issuing a bond just to get money for investment—Congress required that interest on money raised by issuing most large bonds, even school bonds, be turned over to the federal government.

The lower tax rates that now apply to income from taxable corporate bonds also take away some of the competitive edge tax-exempt school bonds have had. The underwriter must offer tax-exempt bonds at a higher rate in order to make them attractive to investors, and that rate is passed on to the district.

Despite the negative effects of the tax law, school bonds will certainly continue to be a major part of school district finance and personal investment portfolios. For schools, they eliminate years of waiting to make improvements and spread the cost among present and future users of the facilities. For investors, school bonds represent a safe investment with a decent return.

—Karen Deans

News Beat

● Friends of Education, an education watchdog group, has filed consumer fraud complaints against four **testmakers**. The group wants them to change test questions yearly so schools won't teach to the test. It noted that because questions remain the same and norms are only updated periodically, all 50 states were able to report last year that their elementary students were above average—a highly unlikely development.

● Trustees of the Carnegie Foundation for the Advancement of Teaching have called for sweeping and radical changes in **urban education**, citing a need for teachers, administrators, and the community to "have confidence that all students can succeed." Recommendations include full federal funding for Head Start and Chapter 1, more authority for teachers and principals, and greater accountability.

● A *Newsweek* poll examining **race relations** asked Blacks and whites to compare how they and their families are doing today in some key areas compared to how they were doing five years ago. Responses to questions about pay, work, and housing were about equal, but for "children's education" they were substantially different: 25 percent of whites said they were doing better, 38 percent of Blacks said they were doing better.

● Backers of the Strategic Defense Initiative are not going to be pleased with Vijay Pande. The Langley High School (McLean, Va.) student won a $10,000 scholarship in the **Westinghouse Science Talent Search** with his computer model of an SDI defense against a Soviet missile attack. The 5,000-line program revealed that a prohibitively large number of lasers would be required to stop the attack.

● Should schools provide before- and after-school **childcare**? Sixty-three percent of principals responding to a National Association of Elementary School Principals survey said yes, though only 22 percent said they had such programs at present. Those against providing childcare cited building maintenance and staffing problems.

WELL PUT!

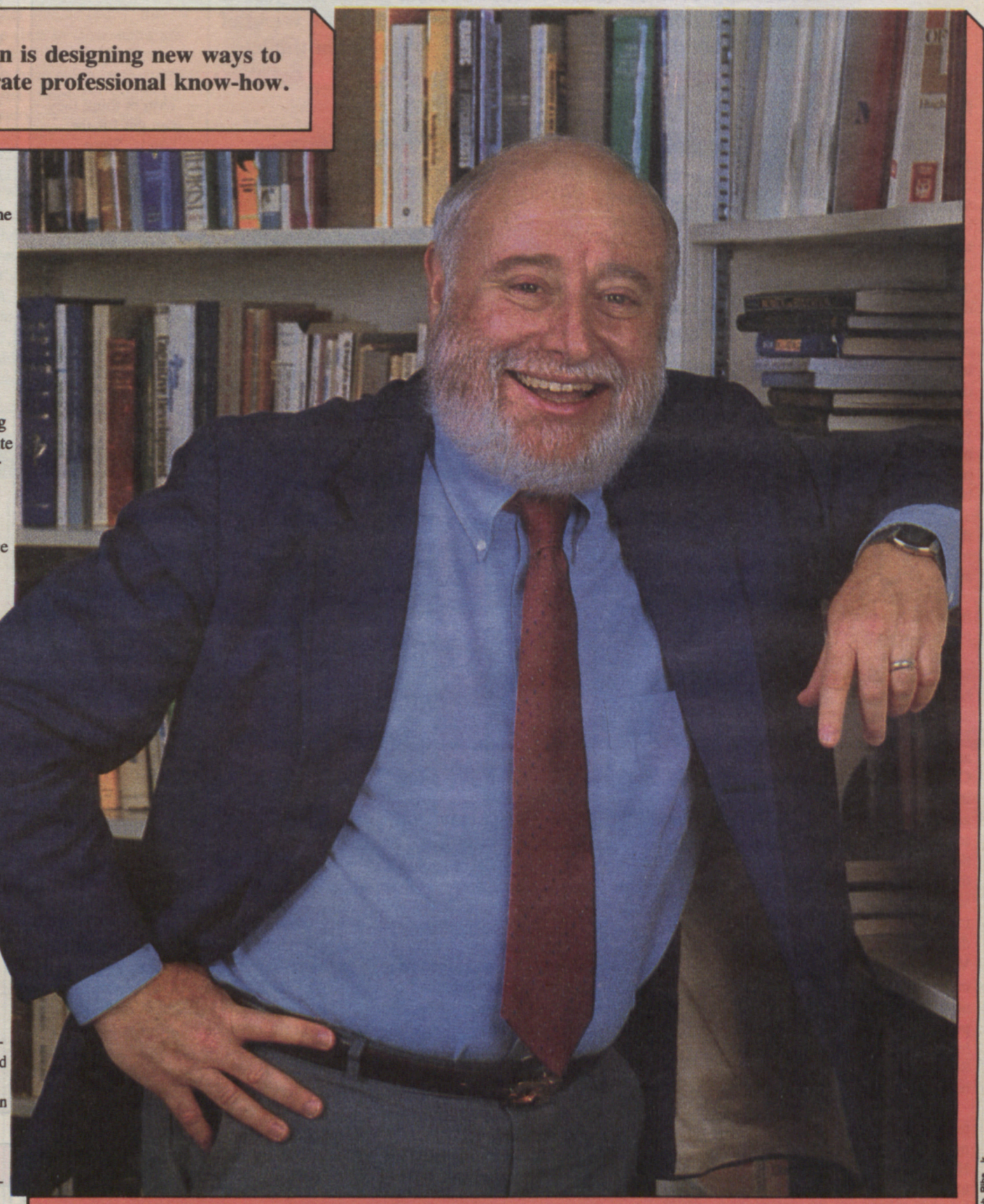
"Early childhood education must be taken on its own terms. We do not teach the high school curriculum at the junior high level or the junior high curriculum at the elementary level, so why in the world should we teach the elementary curriculum at the preschool level?"

—David Elkind, author, president, National Association for the Education of Young Children

COVER STORY

WHAT IS GOOD

Stanford's Lee Shulman is designing new ways to help teachers demonstrate professional know-how.



Bob Riha, Jr.

Lee Shulman (cover photo and right) has some ideas about good teaching that could be the basis of the first-ever system of voluntary national teacher certification.

Since 1986, the Stanford professor of education and psychology has had $2.1 million in grants from the Carnegie Corporation to develop valid ways to assess teaching competence.

No group is watching Shulman's work more closely than the new National Board for Professional Teaching Standards, established in 1987 to create a voluntary system of national teacher certification. National certification is one of the key recommendations of *A Nation Prepared*, the 1986 report of the Carnegie Corporation's Task Force on Teaching as a Profession.

What qualifies Lee Shulman for the job of figuring out how to assess good teaching? Shulman has been working on ways to measure competence in the professions, including medicine, for more than 25 years.

"With doctors we found no such thing as competence in diagnosis per se. To make the right diagnosis," Shulman explains, "doctors have to have deep knowledge of the appropriate specialty, such as cardiology or orthopedics. Their competence is 'domain-specific.'"

Observations of good teachers proved to Shulman that teachers' competence is also domain-specific. "Good teachers are good at teaching specific subjects—photosynthesis, the American Revolution—to particular students," Shulman contends. "They transform their knowledge of content into pedagogy that makes that knowledge accessible to students. These very specific abilities—which I call the 'wisdom of practice'—are content-specific, but not the same as content knowledge."

To help educators identify the wisdom of practice when they see it, Shulman has been developing assessment exercises, which put teaching candidates into lifelike situations where observers can judge the quality of their performance.

"Our task in the research community," he says, "is to develop a warehouse of assessment measures that the teaching profession itself—acting through the Standards Board—can choose from."

Who's on the National Standards Board and how likely are they actually to use Lee Shulman's exercises?

The National Board for Professional Teaching Standards has a teacher majority—32 of its 63 seats are filled by classroom teachers. The NEA members on the planning committee for the Standards Board advocated long and successfully for this teacher majority. The 32 teachers on the Standards Board include NEA President Mary Hatwood Futrell, who also served on the original Carnegie Task Force that authored *A Nation Prepared* in 1986. The 31 nonteachers represent other sectors of education and the general public.

The Board is seven months old and it still faces many key decisions. Who will be eligible for national certification? What will they have to do? When will the process start?

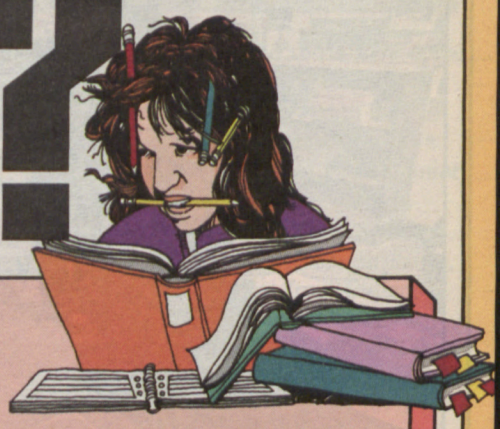
Answers to these questions about national certification are still mere speculation. But Shulman feels national certification should be targeted at new teachers, who, like "Judy" in the box on the next page, would go through an assessment—the culminating activity in certification—after teaching from two to four years.

Claire Pelton, an NEA member from San Jose, Calif., who is vice-chair of the Standards Board, agrees that it makes sense to target the thousands of new teachers who will enter the profession by the turn of the century.

Even so, Pelton, a veteran English teacher, looks forward to going through the teaching assessment in English "as soon as it's ready." The NEA Board of Directors concluded last year there was no reason why current teachers couldn't go through some version of a national certification process

COVER STORY

TEACHING?



Lee Shulman's Strategy for Judging Teaching

None of the following four approaches can by itself measure a teacher's competence. But if the new National Board for Professional Teaching Standards puts them together appropriately, argues Stanford's Lee Shulman, it could get a pretty good picture of a teacher's ability.

Paper-and-pencil tests. **These would assess a prospective teacher's knowledge of both content and pedagogy. Possible examples: exit tests from university teacher education programs, new NTE subject tests (not the same as current NTE tests).**

Documentation and attestation. **Certification by experienced teacher mentors as to how candidates have achieved levels of excellence in tactics of classroom teaching. Possible example: a veteran teacher attesting to a candidate's proficient use of cooperative small groups to teach math.**

Formative assistance (by a mentor). **A process running parallel to documentation and attestation, in which school-based mentors coach candidates on their performance in benchmark teaching strategies. The only public result of the mentoring relationship would be the attestation by the mentor that the candidate had mastered the strategy.**

Teaching assessment. **A two-day series of simulations, exercises, and interviews done for a panel of Board-certified teacher examiners. Possible examples: teaching a brief, live lesson; analyzing a videotape of that lesson; analyzing a textbook for use with students with specified characteristics.**

if they wanted to.

Another key concern for Association members on the Standards Board will be the impact of national certification on minority recruitment. "The proportion of new teachers who are minorities is terribly low," says NEA President Futrell. "And we've got to increase it."

Lee Shulman is hopeful national certification can do that—by successfully measuring good teaching and therefore not inappropriately screening out minorities.

"The realistic assessment process we envision will reduce the relative importance of paper-and-pencil tests compared to performance-oriented measures," Shulman explains. "That will not only zero in on the better teachers; it should also reduce the barriers for minorities."

Will anything like national certification really happen? Will the assessment procedures now under development by people like Lee Shulman make a significant difference?

Claire Pelton

Standards Board member Damon Moore, president of the Indiana State Teachers Association, anticipates one good effect: "Realistic assessment threatens the education bureaucrats, because it recognizes the complexity of teaching."

But Moore also knows that to be effective, national certification must remain voluntary.

"If some state legislature or state board imposes national certification on current teachers," Moore notes, "that will destroy national certification as an incentive for the profession to raise standards voluntarily."

Edith Swanson, NEA director from Michigan and Standards Board member, doesn't underestimate the obstacles ahead as the Board works to forge an inclusive definition of good teaching. At Stanford last summer, Swanson observed a trial run of a teaching assessment exercise in equivalent fractions.

"I could recognize competence in arithmetic teaching," Swanson recalls. "But one of the teachers being assessed said the first thing she would do in teaching fractions would be to check on the students' 'comfort level'—when did they last eat? The board will have to be very sensitive to accepting responses like that, because we want to certify teachers who can teach all kinds of students."

Edith Swanson

Delicate judgments will require delicate assessments—made on the basis of fine-tuned exercises—and that will cost money. The Standards Board has asked Congress for a one-time grant of $25 million to create the first round of assessment measures. President Futrell testified earlier this year in favor of that request. The Reagan Administration has so far provided no support. The future of national certification, it appears, may well rest on the teaching profession's ability to raise this money.

—Nancy R. Needham

Judy's Date with Teaching Assessment

The certification exercises tomorrow's new teachers may face

The year is 1994, and "Judy," a second-year biology teacher at Walton High School, has just gone through two-and-a-half days of "teaching assessment," the last hurdle before national certification as a secondary biology teacher.

The diary entries below cover her three days.

Thurs. First, all us candidates for certification saw film previewing assessment procedure. (I sat with H., college classmate, who was there for social studies.) Then did walk-through of assessment stations—used touchscreens for computer-based tests, chatted with examiners who'll conduct interactive simulations (all are teachers). Before bed: reviewed notes on topics that center announcement said would be emphasized. This year's biology teaching exercises: photosynthesis, evolution, toxic waste disposal. (I'm dead if they pick evolution!!!!)

Fri. Antsy—only one cup decaff for breakfast!!!

Assessment Station 1: One hour to read chapters on photosynthesis from two very different biology texts (so far no evolution!!!), then analyze and critique—say which textbook is good for what kind kids, for unit of what length, etc.

Then "in-basket" of paperwork on two different classes. Class lists with kids' names, recent achievement test scores in reading, science, math. Description of community—socioeconomic, ethnic, percentage of single parents, etc. Asked how to teach photosynthesis to each group.

Break for lunch.

After lunch: Doomsday, the "live" lesson!!! Taught photosynthesis (mainly from lower-level text) to "students" in heterogeneous class—really high school kids hired to take high school roles—bright, obnoxious—the works!!! Center videotaped.

Then reviewed tape with examiner (young guy from Ill., who passed boards last year). Told him I could see I was not making generalizations that would hold lesson together—getting bogged down in details about this plant or that. Hope he gives me credit for pointing this out. (If not, Doomsday II!!! in August—will have to take live teaching over!!!!!)

. . . . . .

Sat. Computer assessments in a.m. Tricky, but piece of cake compared to live lessons!!! Glad I'm terrific at writing unambiguous test items.

. . . . . .

Finished 4 p.m.!!!! H. and I went for "debriefing" and TGIO party at Purple Moon.

H. told me about her "obscure topic" exercise in social studies!! Haha!! One of those you-never-heard-of-this-but-you-have-to-teach-it-tomorrow exercises. On federal-state regulation of outdoor experiments in genetic engineering of plant organisms. Said she told her examiner she wouldn't open her mouth on anything biology-related without talking to her "board-certified" biology teacher pal!!!

—N. R. N.

The Road to the Teaching Standards Board

May 1986. The Carnegie Corporation's Task Force on Teaching calls for creation of a National Board for Professional Teaching Standards (NBPTS).

May-October 1987. The teacher-majority 63-member NBPTS, a nongovernmental body, is appointed and holds its first meeting.

February 1988. NBPTS asks Congress for a one-time grant of $25 million to develop performance assessment measures.

1988-89. NBPTS continues to seek funding for essential development costs. Also prepares to decide what subjects and fields certification will be awarded in, to specify types of assessment, and to recommend policy in such areas as minority recruitment, teacher education, and school reform.

1993 (est.). NBPTS is open for business—ready to administer a certification program and to record data as candidates successfully complete the various parts of the certification process.

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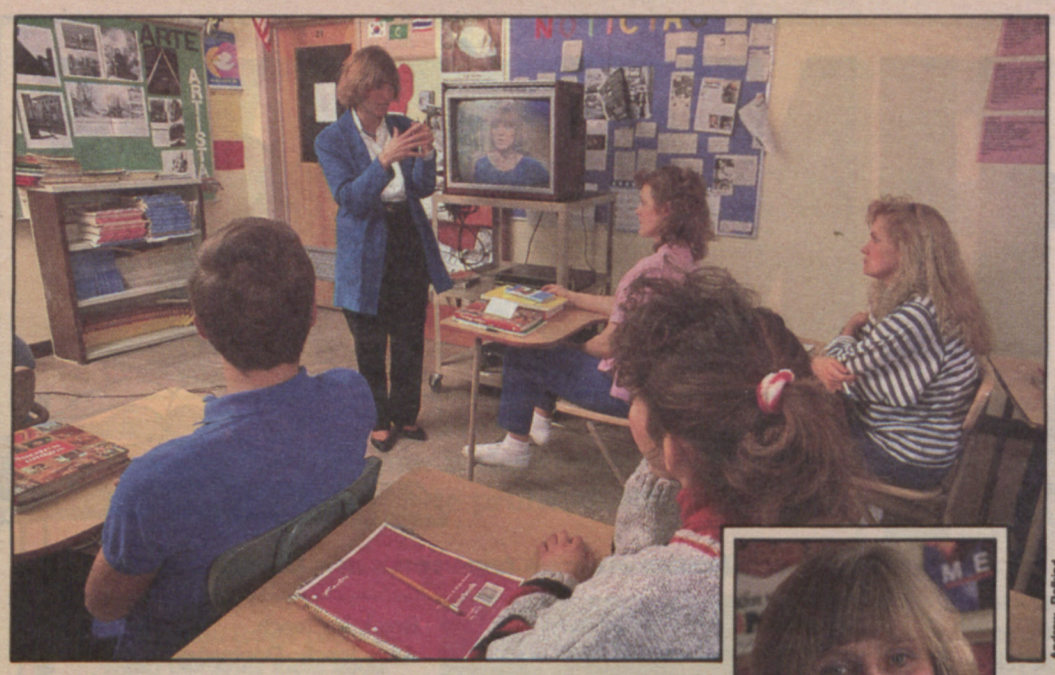


Andrew Ratkind

Andrew Ratkind

Hate Group Meets Its Match

The leaflet at left is distributed by the Aryan Nation, a paramilitary white supremacist sect. The group is headquartered in Coeur D'Alene, Idaho, where members live in a compound surrounded by barbed wire, patrolled by armed guards, and clearly marked, "Whites Only."

Their plan: create a white sanctuary by forcing minority populations to leave five Northwest states—Washington, Oregon, Montana, Wyoming, and Idaho. Their tactics: fan the flames of racism and anti-Semitism, use all available means and media to proselytize, intimidate with harassment and violence.

A few years ago, the Aryan Nation moved its guerrilla war to Pocatello, a small community in southeastern Idaho. But vicious and frightening as it is, the Aryan Nation met its match in Grace Owens (pictured above), an unassuming Spanish teacher at Pocatello's Highland High School.

In the fall of 1986, Owens, chair of Pocatello's Human Rights Advisory Committee, learned that *Race and Reason*, an incendiary 36-part series produced by a former Ku Klux Klan leader, was about to air on local access TV.

Describing the content of the programs, Owens says, "It was the first time in my life that I've seen 'racism' used by people who think it's a positive term."

A U.S. Department of Justice official experienced in dealing with the Aryan Nation warned Owens that attempts to keep the program off the air in other cities had failed. He suggested that she respond by airing positive programming on the local access channel.

Before the first *Race and Reason* program aired, Owens arranged for the local access channel to air Bill Cosby's educational program on prejudice, followed by a panel of religious and civic community leaders responding to viewers' called-in comments.

Race and Reason ran in Pocatello for 18 months. Almost all the episodes were followed by programs promoting the values of equality and justice.

The response from the community was positive. "For the first time in a long time, people here were given a forum for expressing the outrage they felt over the fact that this was happening in their state," Owens recalls.

Randy Armann, manager of Pocatello's cable access station, agreed. "The community said a very loud and clear 'no' to racism," he observed, "while at the same time not infringing on the First Amendment rights of the opposing speakers."

A lasting part of Pocatello's success is the recent creation of the Northwest Coalition Against Malicious Harassment. Comprised of concerned individuals in the five states targeted by the Aryan Nation, the group is organizing to prevent future incidents of racist violence or harassment and preparing to deal with them if they occur.

For her efforts, Owens has become something of a celebrity. She's appeared on the *Today Show* and *NBC Nightly News*. Last summer she received NEA's Martin Luther King, Jr., Memorial Award, and she's now a frequent consultant to communities facing organized racism.

"Grace has been willing to take the risk of stepping out front, calling attention to the problem of prejudice in our state, and countering it," says Idaho Education Association President Peggy Park. "We're very proud of her."

—Stefanie Weiss, NEA Human and Civil Rights

Violence Born of Hate 'A National Epidemic'

Idaho is not alone in dealing with racist and anti-Semitic violence. According to a study recently released by the National Council of Churches, "Not a day has passed in the last seven years without someone in the United States being victimized by hate violence."

According to the study, no region of the country is immune from this "national epidemic" of hate crimes. *They Don't All Wear Sheets: A Chronology of Racist and Far Right Violence* documents nearly 3,000 hate-inspired incidents that occurred between 1980 and 1986.

The Center for Democratic Renewal (CDR), the watchdog organization that collected the data for the study, also notes a disturbing increase in the incidence of hate violence on school grounds and campuses. CDR accounts show 14 such incidents in 1985, 34 in 1986, and 56 in 1987.

—S.W.

WASHINGTON WATCH

Drawing the Line On Education

While most people's attention is focused on the 1988 White House contest and key Congressional races, another, quieter process is taking place that will have every bit as much impact on the future of public education: the American people are moving. And that means changes in the number of congressional seats allocated per state as well as changes in congressional districts within states.

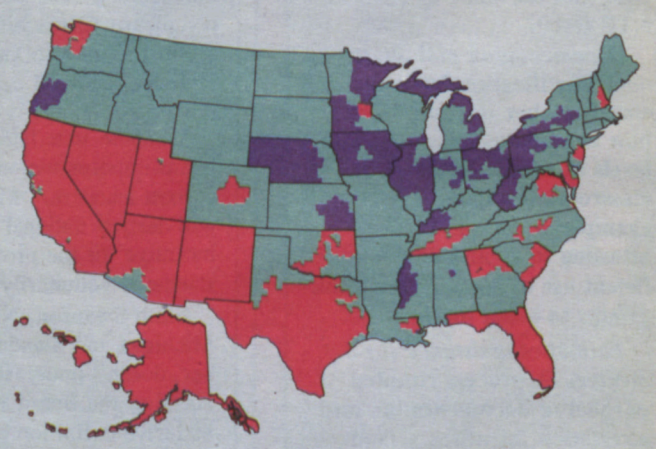
After the 1980 census, a number of states lost House seats: New York, 5; Illinois, Ohio, and Pennsylvania, 2 each; Indiana, Massachusetts, Michigan, Missouri, New Jersey, and South Dakota, 1 each. Eleven states gained seats: Florida, 4; Texas, 3; California, 2; and Arizona, Colorado, Nevada, New Mexico, Oregon, Tennessee, Utah, and Washington State, 1 each.

The outlook for the 1990 census is for more of the same. Pennsylvania, Michigan, Illinois, Ohio, and New York are likely to lose seats to California, Florida, and Texas.

But there's more at stake than which states will gain or which will lose seats. Virtually every state is expected to redistrict based on population changes within the state.

Projected reapportionment and redistricting would have dramatic implications for friends of education in Congress. Of the 50 congressional districts with the largest population decreases between 1980 and 1986, 43 are held by members of Congress with NEA voting records of 60 percent or more, including 28 members with 100 percent voting records. Of the 50 districts with the largest increase of population between 1980 and 1986, 30 are held by members with 50 percent NEA voting records or worse.

Population Change, 1980-1986



Source: Bureau of the Census

Moreover, friends of education who win by narrow margins in 1990 could find their prospects for reelection greatly affected, for better or worse, by redistricting. The party in control of the governor's mansion and state legislature will, after 1990, be in a position to directly influence an incumbent's chances for reelection. Many of those state officials will be elected this year.

Redistricting decisions are so critical, in fact, that political parties, national organizations and interest groups, minorities, and technical experts will all attempt to influence the decisions made by state officials.

For public education advocates, reapportionment and redistricting are not merely an academic exercise or a party fight. Our ability to influence Congress hinges on our ability to influence the redistricting process.

Although these key decisions won't be made until after the 1990 census, it's not too early to start thinking about the process. In the coming months, NEA will be helping states develop strategies to maintain support for education into the future.

—Michael Pons, NEA Government Relations

Local Look

IOWA

Teachers in the Iowa City school district should be celebrating a record statewide salary hike, but they're not. They're too busy taking a stand against their district superintendent's attempts to boost class size and lay off teachers.

Iowa City Education Association President Karen Woolums criticizes district administrators, the school board, and the press for not informing the public that educational quality decreases as the number of students in each classroom increases.

Woolums also says the student-teacher ratio that the superintendent uses to support his call for larger classes is extremely misleading. "At least one first grade teacher has 31 students," notes Woolums, "and there are classes on the secondary level that surpass 30."

Teachers—and some board members—support a proposed enrichment tax that would raise as much as $2 million over the next five years if it is placed on the ballot and approved this fall.

VIRGINIA

It's an exchange that's mutually beneficial. Members of the Bluefield College Student Virginia Education Association volunteer their time at an afterschool child care program and gain practical experience in educational development. The children, in turn, get more individual attention and a wider choice of activities.

This ambitious program is run by teachers (members of the Tazewell Education Association), housed in a local primary school, and financed by three civic groups. Some 20 children participate in the Monday-Friday 3-5:30 p.m. sessions.

About the same number of college students donate their time, for which they receive service certificates.

But public recognition isn't what motivates these future teachers, asserts Bluefield's SVEA adviser, Tazewell Education Association member Ruth Pace. "The personal satisfaction they get from working with children is all the reward they need," she says.

LOUISIANA

St. Bernard Parish educators from kindergarten through junior college turned out in force this spring to win their bargaining rights and choose their bargaining agent—the St. Bernard Association of Educators.

Made up of teachers, counselors, psychologists, nurses, and social workers from both the K-12 district and the junior college, SBAE may be the nation's only K-14 bargaining unit.

Under pressure from right-to-work groups, the school board called an election with just three days' campaign time.

SBAE won the bargaining rights vote handily, trouncing a well-orchestrated right-to-work campaign by a vote of 364 to 140, a margin of more than 2 to 1. In the contest for bargaining agent on the same ballot, the Association won twice as many votes as the AFT affiliate.

The double victory culminates 16 years' effort—spurred by successes in the 1986 school board election—to secure bargaining rights in the district. Now Association leaders look forward to negotiations. "This makes us partners with the school board," says SBAE President Patricia Ikerd. "We have an equal voice in determining our future."

NEW JERSEY PRINCIPAL IN MEDIA SPOTLIGHT

New Jersey Newsphotos

Paterson's Joe Clark and The Rest of the Story

By now, you've probably heard of Paterson, N.J., principal Joe Clark, who patrols the Eastside High hallways with baseball bat and bullhorn. Clark's stern countenance appeared on the cover of *Time* (left); he's been interviewed on *60 Minutes* and has been called "a national folk hero" by U.S. Secretary of Education William Bennett.

Out of the media eye is the 1,900-member Paterson Education Association, which represents teachers at Eastside High.

"*60 Minutes* did interview me for the Joe Clark piece," notes Paterson Education Association President Peter Tirri (right), "but I didn't make it onto the program."

In Clark's six years at Eastside, Tirri reports, Association members have filed 44 grievances against him. Clark castigates teachers in front of students and has built a cult of personality around himself described by Tirri as "scary."

Clark's critics and supporters agree he's brought order to an inner-city school that has been described as a "cauldron of violence."

But they strongly disagree on Clark's intimidating style and his penchant for forcing certain students, whom he's labeled "leeches, miscreants, and hoodlums," to leave school. According to the *New York Times*, in the past three years 1,904 Eastside students dropped out or were pushed out.

Tirri points out that removing problem students gets quick results, but some of the teenagers Clark booted out are now parents of kindergartners themselves.

As Clark makes headlines, Tirri and his Association work ever harder for less flamboyant—and more lasting—education improvement. They are solidly behind the New Jersey Education Association's Urban Challenge report, which calls for alternative high school programs, reduced class sizes, and a pre-kindergarten program. Tirri, who chairs NJEA's Education Committee, which issued the report, says, "As it is, kids are entering kindergarten one to two years behind and are at risk of dropping out before they've begun."

Tirri agrees that "discipline has definitely improved at Eastside," but he notes, "the school hasn't gotten past that stage. There has to be an instructional emphasis, too."

Of the bat-and-bullhorn atmosphere, Tirri says, "His tactics appeal to some people who say, 'God bless Joe Clark. That's what those kids need.' But watch how they'd react if you pulled that with their kids.

"If there's no other way to handle high school students than through intimidation," adds Tirri, "then we're all in the wrong business."

OKLAHOMA

In a close election held early this spring, the Kingfisher Education Association outpolled the Kingfisher Federation of Teachers, an affiliate of the American Federation of Teachers, for the right to represent the 74 classroom teachers employed in this three-school district northwest of Oklahoma City.

The 37-30 vote will put KEA—affiliated with the Oklahoma Education Association and NEA—at the bargaining table by late spring. And KEA president Diane Musick says, "With all the training and other resources available from OEA and NEA, I'm confident our negotiating team will come up with a good contract."

NEBRASKA

Last year the Lincoln Education Association, the Lincoln public schools, and the Lincoln Chamber of Commerce joined forces to set up Ventures in Partnerships, a school-business cooperative program that so far has created 36 school-company matchups.

"The paired staffs have come up with some great ideas for trades," says program coordinator Barbara Hopkins, a reading teacher at Pound Junior High. An example: "Davis Aviation, a company that repairs and refurbishes airplanes, trains students from Culler Junior High to guide tours through company hangars, then has the firm's designers critique Culler students' plans for renovating airplane interiors."

LEA pays for an hour a day's release time for Hopkins to work on the partnership program. She is the 1988 Nebraska Teacher of the Year.

CALIFORNIA

For years United Teachers/ Los Angeles member Margaret Conrad coped as best as she could teaching as many as 14 severely retarded and autistic children from three to five years old. Anytime she brought up class size to administrators at Banneker School, she was told she was such a good teacher she could handle that many students.

But when administrators put 16 children in her class, Conrad filed a grievance and won. Her classload was immediately reduced to eight, thanks to UTLA staff who rallied to her cause.

"All those years," Conrad recalls, "I thought I had to do what I was told to be liked or successful. I worried what other people would think of me if I filed a grievance." She's changed her tune now. She advises other teachers to "file the grievance. You're really much safer then because UTLA works for you and with you. "

Recently, three other special education teachers filed grievances over class size.

CONNECTICUT

The Bridgeport Education Association will expand its homework hotline next year following a very successful first-year effort.

This year Bridgeport teachers helped students in grades four through six, between 4 and 7 p.m., four nights a week. General Electric provided the office space for the 20 teacher-volunteers. Next year, thanks to renewed support from GE and an infusion of $2,500 from Aetna, teachers will be able to pass on homework tips to students in grades two through seven.

"Many of Bridgeport's students are from low-income families where both parents need to work," says BEA President James McAuley. "The hotline can help when parents aren't around."

State Side

MIDWEST

For years Illinois Education Association-NEA state and local leaders have successfully carried out school tour programs, taking state legislators through public schools in their home districts. Legislators get more exposure to IEA-NEA members and a better sense of their work.

This popular program has taken on extra importance in recent months, as IEA activists have urged lawmakers to raise state taxes to bolster public schools and universities. The tax hike issue will loom large in the spring 1988 legislative session that peaks in June.

"We want our legislators to see firsthand the fine job our teachers and ESP are doing in the schools," says IEA President Lee Betterman. "Although school employees often must work with limited resources and overcrowded classes, they make the educational system work day in, day out in Illinois."

Commented one state senator on a recent school tour: "Our public schools are our main line of defense against unemployment and illiteracy. If our citizens and our economy are to prosper, we must invest in public education."

WEST

The Arizona Supreme Court recently decided a lawsuit over fees for mineral rights on state lands in favor of higher fees—and therefore higher revenues for public education.

Fees that Arizona receives for leasing mineral rights under public lands go into a perpetual trust used solely for public education. In 1981, the Arizona Center for Law in the Public Interest—a legal watchdog group which the Arizona Education Association belongs to—sued the state lands commissioner for not charging enough for the mineral rights. The argument was that the fee-setting formula didn't take into account the public lands' fair market value.

The Center won that suit in the state's high court earlier this year. AEA president Dennis Van Roekel commented: "Public education got $44 million from the fund in 1987; with higher fees that could mean additional millions in the years to come."

SOUTHEAST

Members of the Mississippi Association of Educators are taking a strong part in government at both the national and the state level this year. Of 35 delegates to the Democratic National Convention selected to fill the seats allocated on Super Tuesday, 11 are MAE members—as are five of the 13 alternates. MAE members also now hold 21 of the 100 seats on the state Democratic Party executive committee. And MAE former president Alice Harden is Mississippi's National Democratic Committeewoman.

At the state level, Governor Ray Mabus has formed a 25-member task force to reorganize the state government. MAE is the only organization to have two representatives on the task force, which is scheduled to report in July. One task force goal: to streamline the executive branch by reducing the number of state agencies from 135 to 15.

Teacher morale and school district budgets are being sapped by the requirements of education reforms in Arkansas, according to a study by the Winthrop Rockefeller Foundation. The survey of 1,200 students, parents, teachers, administrators, and board members in 75 school districts found general support for education reform. It also, however, found an increase in stress and anxiety among teachers and administrators.

The state reform package raised standards for class size and curriculum but didn't provide the money to meet the new requirements. For teachers, this has meant more work with no more support. Especially grating is the amount of paperwork involved in keeping close watch on every student's progress. The result has been simply that teachers have less time to teach.

"This report, from an independent research group, validates and confirms what we've been saying," notes Arkansas Education Association President Ed Bullington. "It's another tool we can use to generate a greater awareness among the public."

MID-ATLANTIC

When Kentucky educators get their ire up, there's no stopping them. Within four days last March, the 32,000-member Kentucky Education Association organized and staged the largest demonstration in state history.

Some 20,000 educators and their supporters marched on the state capitol in Frankfort to protest Gov. Wallace Wilkinson's proposed education budget. Among Wilkinson's recommendations: less than a 2 percent salary increase for teachers and elimination of many reforms passed in 1985-86, including those calling for new school construction, reductions in class size, and equalization of local funding.

Community support was overwhelming: 95 school districts cancelled classes for the day, school bus drivers (including members of the Kentucky Education Support Personnel Association) volunteered to drive teachers to Frankfort, and parents, school board members, and administrators were among those marching.

The protest exceeded even KEA's expectations. "NEA Executive Director Don Cameron and Kentucky Lt. Gov. Brereton Jones spoke," reports KEA President David Allen, "and the crowd spontaneously broke into KEA chants throughout the demonstration."

The Ohio Education Association's 1988 advertising campaign featured motion picture and television star Hal Holbrook, a native Ohioan. The statewide print, TV, and radio effort, which wrapped up earlier this spring, featured the theme: "You voted for your legislators. Now it's time for them to vote for your children."

The ads pointed out that every decision affecting education is a political one. One print ad shows a young student under the headline: "She just learned about Chapter 11," a reference to the fact that 23 Ohio school districts have gone bankrupt and have had to borrow money to stay open. Another ad shows a trophy and the words "Nothing to be proud of."

NORTHEAST

The Maine State Board of Education has proposed new rules that would create far-reaching changes in the way teachers are licensed, and the Maine Teachers Association isn't happy with them.

The Association charges that the new rules would, among other things: create insufficient entry standards for new teachers; undermine due process and just cause requirements of collective bargaining agreements; infringe on teachers' right to confidentiality of records and reports; require substantial recredentialling at teachers' expense by tightening standards for teaching in a different subject area or grade level other than the one originally certified in; and place new requirements on the use of support teams as mentors for new teachers, and master teacher and recertification candidates.

Observes MTA President Thomas Vassallo, "We're very concerned that these new rules are going to create a bureaucratic nightmare in terms of the time and money they'll take to implement." The Association will seek to modify the new rules through legislation.

PACIFIC

The California Teachers Association is backing two ballot initiatives it hopes will put education funding on more stable ground. CTA has already gathered more than 240,000 signatures in support of Proposition 71, the "Gann modification amendment," which would allow the state to spend some of its "excess" revenues for education. Voters will decide its fate in June.

Another statewide effort is underway to put the School Funding for Instructional Improvement and Accountability Initiative (Initiative '88) on the November ballot. It would guarantee a minimum amount of school funding each year for kindergarten through community college education, provide budget adjustments that would reflect cost of living and student enrollment increases, and require boards of education to issue annual "report cards."

"Initiative '88 is the ultimate in education reform," says CTA President Ed Foglia. "It's an opportunity for Californians to end the state's tumble to the bottom of the ladder on education funding."

PAY JUMPS 5.5 PERCENT

Average Teacher Salary Is Now $28,031

NEA Research estimates the national average teacher salary for 1987-88 at $28,031, up 5.5 percent over the 1986-87 figure of $26,554.

Below are the average teacher salaries state by state. Alaska again claims the top spot on the salary chart, followed by the District of Columbia, New York, Connecticut, and California.

Average Teacher Salary

U.S.	*$28,031*	Missouri	24,703
Alabama	23,320	Montana	23,798
Alaska	40,424	Nebraska	23,246
Arizona	27,388	Nevada	27,600
Arkansas	20,340	New Hampshire	24,019
California	33,092	New Jersey	30,778
Colorado	28,651	New Mexico	24,351
Connecticut	33,515	New York	33,600
Delaware	29,575	North Carolina	25,073
District of Columbia	36,465	North Dakota	21,660
Florida	25,382	Ohio	28,778
Georgia	26,177	Oklahoma	22,006
Hawaii	28,785	Oregon	27,750
Idaho	22,783	Pennsylvania	28,961
Illinois	29,735	Rhode Island	32,858
Indiana	27,386	South Carolina	24,241
Iowa	24,867	South Dakota	19,750
Kansas	24,364	Tennessee	23,785
Kentucky	24,274	Texas	25,655
Louisiana	20,885	Utah	23,882
Maine	23,425	Vermont	23,397
Maryland	30,829	Virginia	27,436
Massachusetts	30,019	Washington	27,960
Michigan	32,926	West Virginia	21,736
Minnesota	29,620	Wisconsin	29,206
Mississippi	20,669	Wyoming	29,378

Meet:

Edwin Torres

Teaching Pride in Puerto Rico

Ivette Cortés teaches home economics at the República de México School, a junior high in the San Juan, Puerto Rico, suburb of Rio Piedras. She's president of her 3,704-member local Association—and one of Puerto Rico's two representatives on the NEA Board of Directors.

With 17 years in the classroom, Cortés has taught a range of subjects in many places. NEA Today *staff writer Jane Power recently asked Cortés about her experiences.*

What does home economics mean to your students?
A lot, I think—especially in the school where I work. It's in a very poor neighborhood, with many drug problems. Most parents get food aid.

The students need someone to care for their self-esteem—I do a lot of that. I teach them budgeting and many home economics topics, but I also teach them how to know what they want in life, work hard to achieve their goals, and be proud of themselves.

We have to work very hard with our students, because they don't all see education as a means of getting good jobs.

Is that typical of Puerto Rican students?
Well, we have 3.5 million people with a whole range of education, employment, and income. Many Puerto Ricans are poor, but we have a middle class as well—in general, teachers are part of the middle class. And some Puerto Ricans are very affluent.

San Juan has many private schools, but in the rest of the Commonwealth almost everyone goes to public school. Our public school teachers are very well prepared.

Do boys take your classes?
Yes. They like home economics, and they learn a lot.

Is it a required subject?
In junior high school, students have to take a year of home economics or industrial arts or one semester of each—whatever they prefer. In my school they can take a second year because we don't have music or art teachers any more.

Family life is the first unit in the course—personality, appearance, how to make decisions, goals and values, family relations, how to take care of your family.

Right now I have all four eighth grade classes in basic home economics. My ninth grade class takes a course in making their own clothes and one in baking.

Is there the same curriculum throughout all Puerto Rico?
Yes—but teachers are free to adapt and improve it according to their students' needs.

How would you compare Puerto Rican students with students on the U.S. mainland?
I think kids in the U.S. are more independent, and their attitudes are more aggressive. Maybe because of the culture, most of our little ones are very close to their families, especially their mothers. They like being at home.

That has changed among our 15- and 16-year-olds—they're very similar to those on the mainland.

Do Puerto Rican teachers have the same problems as mainland teachers, or is the situation totally different?
We have some of the same problems, like overcrowded classes—many with 40 or 50 students.

Salaries are low compared to what most U.S. teachers make—the average salary is about $800 a month, and the cost of living is very high.

Our department of education is doing many things to improve the schools. Teachers are getting an opportunity to go back to school for an advanced degree—especially in areas where we need more teachers. There are more and better materials, too—but we still need help.

What about school support?
It would cost a great deal to maintain my classroom properly, and that hasn't been done for a very long time. Now our department of education wants to fix everything, but most things—stoves, refrigerators, sewing machines—will have to be replaced, and they're expensive.

What kind of relationship do you have with the government of the Commonwealth of Puerto Rico?
They want school reforms and they've been consulting teachers. In the curriculum so far, we have a new 6-week unit on drug abuse, and material on the values of dignity and cooperation, as well as on critical thinking, is now incorporated into everyday learning.

Some teachers feel that we have to participate more, and I think we will. It's going to take time—and since I love it so much, I'm going to stay a teacher to the end of my career.

What was your first experience in teaching?
I had a fourth grade class in the Ocean Hill-Brownsville section of Brooklyn, at P.S. 155. I'd gone to New York to visit some relatives, and they had a friend who taught there.

The district was mainly Black, but the Hispanic population had grown very fast, so they were starting a bilingual program. I'd just finished my bachelor's degree in education, and I got a job there.

Did you have any trouble getting to teach with a Puerto Rican degree?
Just a little. After I took the written test for a New York license, I told the tester I was a bilingual teacher and asked if I could take the oral test in Spanish.

She just said, "I don't speak Spanish." So I took the test in English.

What were your students like?
Most of them were Puerto Ricans, and most didn't know English. But they were excited about having a bilingual teacher—most of their parents didn't speak any English.

I had a few English-speaking students, too—their parents wanted them to be with me because I was very caring for the children. And they learned Spanish.

How long were you there?
Two years—then I went back to Puerto Rico and got a master's degree. Later I taught upper grades in the Bronx and chemistry and physics in Puerto Rico. But then I decided I wanted to teach home economics. I had a degree in that, too.

And you're glad you did?
Very glad. Many of the kids in our school have turned out much better than people expected. That's why I've stayed there, teaching: I like it, and I think I can do a lot.

When I see kids later on and they tell me they're going to the university or have a job, I go to school happier the next day.

Edwin Torres

IN THE CLASSROOM

TO TEACH THEM ALL IS

Cultural Sensitivities: A Self-Test

► Am I knowledgeable about and sensitive to my students' cultural backgrounds, values, and traditions?

► Am I able to respect the children's cultures and backgrounds when they're different from my own?

► Do I provide a classroom atmosphere and decor that recognize and respect my students' cultures?

► Do I show support by focusing on "good" behavior rather than on "bad" behavior?

► Do I seek out curricular materials that are culturally appropriate to supplement those that are misleading?

► Do I let students know when I don't understand something about their culture? Do learning and teaching work both ways in my classroom?

► Do I encourage students to share their culture with others if they want to?

► Have I discarded stereotypes so that I can support each student's growth as an individual?

► Do I make students, parents, and other community members feel welcome in my classroom?

Adapted from "Resolving Discipline Problems for Indian Students: A Preventative Approach." Barbetta L. Lockart, New Mexico State University.

Bellaire High in Houston, Tex., is a foreign language magnet school—but its student body isn't that much different from many others that include high percentages of minority students. Bellaire's students—new immigrants as well as second and third generation residents—represent 87 different nationalities.

In such a school, teachers like Marie Davila Gerety have special advantages and special responsibilities. Other school staff members understand the political strife that forces families to immigrate but may not always understand their new students' behavior. Gerety, a Hispanic, is able to help colleagues interpret the behavior of recent immigrants from Latin countries. Gerety's background also increases her rapport with Hispanic students—she sometimes teases them when they make the same mistakes in pronunciation she used to make.

In the next decade, minority students will play a larger and larger part in the schools, and the need for more minority teachers like Gerety will increase. Currently just 10 percent of the nation's 2.4 million teachers are minorities—though nearly 30 percent of students are from minority groups.

Because a culture is a way of life, it's not surprising that a student's culture affects every aspect of school experience, from class participation to parent conferences. The more you know about what makes your students act the way they do, the better you'll be able to reach them. That means understanding their learning styles as well as their family background and their language.

It means, for example, using several styles of classroom presentation and knowing which are likely to be most comfortable for students from a particular background. Individualized instruction, group direction, cooperative projects involving several students, pairing students in a sort of buddy system—all are methods that can break down barriers to learning.

Knowing your students also means accepting their home languages. As Arturo E. Escobedo writes in *Chicano Counselor,* "A young child's language is his expression of his self-concept. Its meanings carry all the implications of home, family, and love... To reject his language is to reject him."

At the same time, minority students' English proficiency determines their academic achievement. Yet in 1984 the National Council of La Raza reported that two-thirds of the 3.6 million U.S. students with limited English proficiency were receiving neither ESL nor bilingual education.

All students need to learn about the cultural streams that enrich the traditional Western-European–based U.S. ways of living. In the past two decades, Black, Hispanic, American Indian, and Asian heroes, folkways, and history have made their way into many curriculums. Sometimes whole courses are built around these.

Several schools around the country offer courses in American Indian culture. One exemplary program is offered at P.S.19 in Buffalo, where Association member Joyce Pembleton teaches non-Indian students—mainly Italians, Poles, and Ukrainians—about the Iroquois. As a resource teacher, she supplements the curriculum in all subjects. At the high school level, students are able to take an elective in Indian history.

Similarly, Beecher High School in Flint, Mich., is one of many schools offering Black History. George Moss, who teaches the class, says his biggest

Houston, Tex., ESL teacher Betty Wilson draws enthusiastic responses from her students as she employs teaching methods that are sensitive to their diverse ethnic backgrounds.

Howard Castleberry

Rachel Garcia explains a concept to middle school students at Gregory Lincoln Elementary School in Houston, Tex.

Howard Castleberry

IN THE CLASSROOM

Choosing 'Culturally Right' Materials

No matter what cultures are represented in a class, it's important that all cultures be treated fairly in instructional materials. Here are a few points to look for in choosing materials.

► Does the text or other item give proportionate coverage to our country's different ethnic groups?

► Does it present them in the variety of roles and situations that all our country's people deal with, rather than limit them to one or two stereotypical contexts?

► Does it present stories and historical incidents from the point of view of the people concerned, whatever their ethnic group, rather than that of the traditional single-culture U.S. society?

► Does it use language that recognizes the dignity of the groups involved, not using demeaning slang terms? Does it avoid using dialect unless it's presented respectfully and serves a necessary purpose?

► If it's fiction or a reader, does the story line avoid distributing power and competence on the basis of ethnic group stereotypes?

Here's Help

For helpful tips on integrating cultural activities into your classroom, contact the following groups. Each offers a variety of materials to enhance your own instructional efforts and bring your culturally diverse class together.

American Indian/Alaska Native:

National Indian Education Clearinghouse, Hayden Library-Arizona Collection, Arizona State University, Tempe, AZ 85287.

Council for Indian Education, 517 Rim Rock Road, P.O. Box 31215, Billings, MT 59107.

Asian/Pacific Islander:

Asian/Pacific American Heritage Council, P.O. Box 11036, Alexandria, VA 22312.

Japanese American Curriculum Project, 414 E. 3rd Ave., San Mateo, CA 94401.

Black:

Afro-Am Distributing Co., 910 South Michigan Ave., Suite 556, Chicago, IL 60605.

Martin Luther King, Jr., Center for Nonviolent Social Change, 449 Auburn Ave., N.E., Atlanta, GA 30312.

Chicano/Hispano:

Congressional Hispanic Caucus Institute, 504 C St., N.E., Washington, DC 20002.

National Council of La Raza, 1725 Eye St., N.W., Washington, DC 20006.

TO KNOW THEM ALL

problem is that "textbooks don't have enough material on all groups' experiences and contributions to American culture." Moss's remedy: show tapes of worthwhile TV programs—for example, *Eyes on the Prize*, the six-part PBS series on the Civil Rights movement.

Relationships with parents, always important, require more preparation and sensitivity when school personnel and families come from different cultures. Staff at Gregory Lincoln Elementary School in Houston work hard to attain that preparation and sensitivity in dealing with parents who don't speak English. They've established a good relationship with community leaders, and the school offers Hispanic and Asian parents programs in English instruction, as well as workshops on using a computer and on helping students at home.

Having students from many cultures can enrich the life of a class or of a school. And it can prepare all the students to take full advantage of our multicultural society—a society that needs the contribution of every citizen. With dedication and information, school people can make it happen.

—Melissa Etlin

Buffalo, N.Y., resource teacher Joyce Pembleton demonstrates a snow snake used by members of the Iroquois Nation.

Ron Colleran

Cultures in the Curriculum

Social studies, art, science, language arts, music, home economics—a wide range of subjects can give students a chance to find out more about the countries that provide the basis for our multicultural society. Here are just a few ideas to start out with.

► Give students some assignments to stimulate learning about cultures that have contributed their peoples to the United States. A few examples—

Ask your relatives to tell you about the origins of your family. Write a report about it, or give a report to the class.

Draw a picture that represents the origin of your family and contribute it to a class picture exhibition.

Find an article, an encyclopedia entry, or a book that shows the contributions your people have made. Make a report on your people to the rest of the class.

Exchange information with a classmate about your families' origins. How do they differ? How are they the same?

Draw your family tree and write the names of your ancestors for as far back as you can go.

► Ask students to pretend they've just met someone from a country they've never heard of. What would they want to ask that person? Language, housing, climate, food, how people make their living, what people believe in, how families are made up, how people amuse themselves, what the land looks like, how they pass what they know from one generation to the next, and the place of young and old people in the society are some of the things that might arouse their curiosity. Ask students to make up a story or draw a picture about someone their age in that country. Make the stories into a book or display them on a bulletin board or ask the authors to read them to the class.

► Give students a variety of art supplies for creating the symbols of the students' nation, culture, or group. Display the students' work in a prominent place in the school.

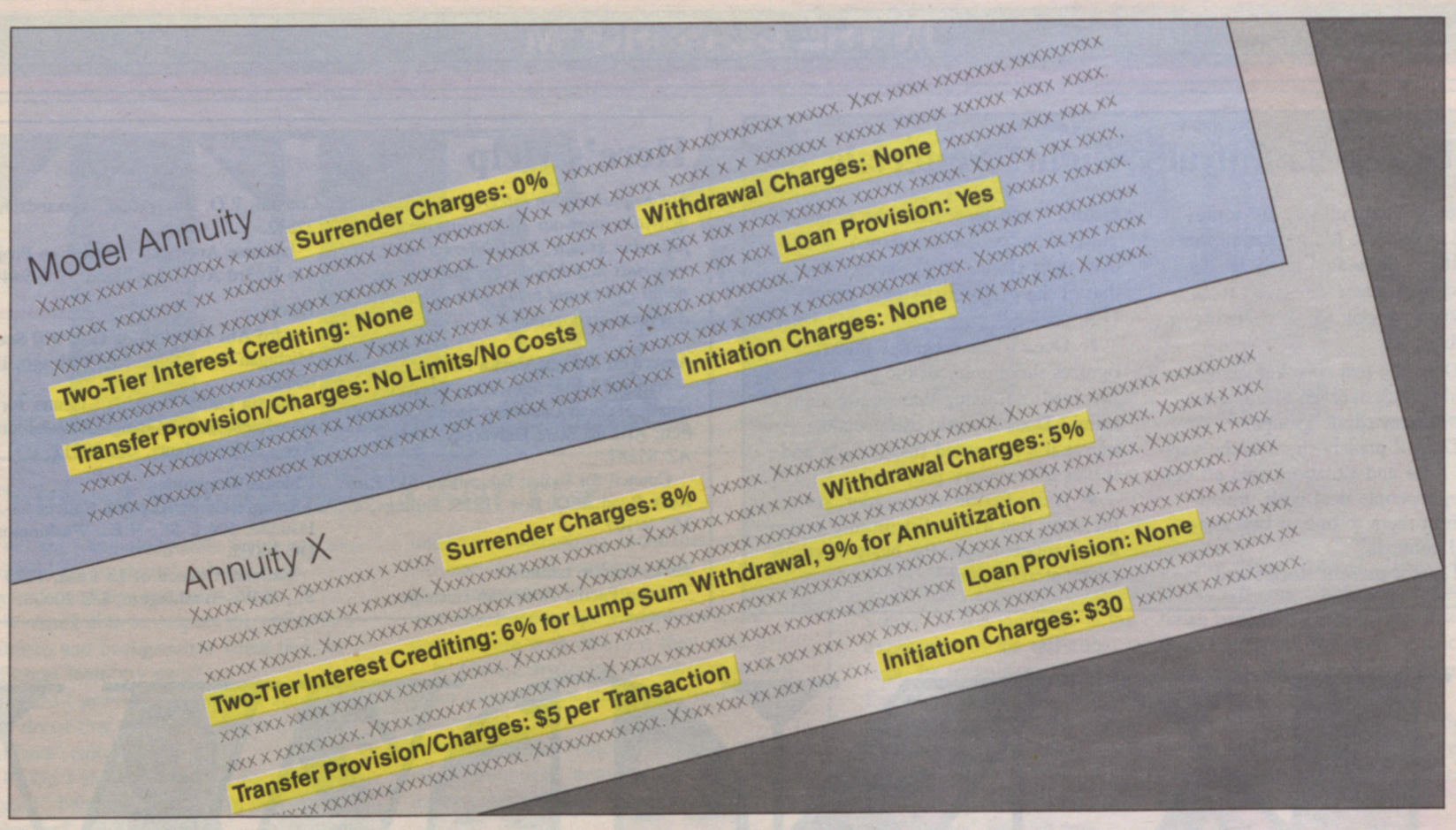
► List famous people from each of the ethnic groups represented among your students. These people can be contemporary or historical.

Ask each student to choose one person to research and report on.

Ask each student to describe the occupation of their chosen person, how to prepare for that occupation, and what opportunities and challenges it offers.

► Ask students to research, orally and through print and other media, the ethnic background of a classmate. Have each student describe a young person's day in that culture and how each aspect of the day differs from his or her own usual day. Have the students describe which basic aspects of life are the same and which are different.

► List contributions to our civilization that have been made by people from various ethnic groups. Ask students to identify who made each contribution and tell something about that person, about any obstacles that person faced in life, and about what support that person had in overcoming obstacles.



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Tax-Deferred Annuity Comparison Worksheet		
	Model Annuity	Your Annuity
Surrender Charges	None	
Withdrawal Charges	None	
Two-Tier Interest Crediting	None	
Loan Provision	Yes	
Transfer Provision/Charges	No Limits/No Costs	
Initiation Charges	None	

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SCHOOL ABSENTEEISM

Where Are All Your Students?

In March, the Washoe County, Nev., school district excluded nearly 600 students from school for being chronically absent. In Washoe and many other districts, the search is on for solutions to the absenteeism problem.

Student absenteeism affects the whole school operation—and especially teachers who have to spend class time, free periods, or time after school helping kids make up work. But the biggest loser is the absent student. Makeup work isn't the same as a classroom lesson with ample time for give-and-take. And in subjects like foreign languages, math, and science, where teachers present material sequentially, missing a few days can be disastrous.

Habitually absent students quite often end up on the school dropout roll instead of the honor roll.

J. Patrick Forden

Washoe County's Rick Milsap

School districts are trying to cut their absentee rates. Some have enacted new, tougher attendance regulations. Others reward students for merely coming to school. Still others enlist the community's help in attacking the problem.

Nevada's Washoe County (which includes Reno) school district—in an attempt to counter high absenteeism and dropout rates—put new guidelines into effect last September. Now students with nine or more unexcused absences face exclusion for the remainder of the semester. Last March, 581 students were excluded.

"Much of our problem is related to Nevada's gambling industry and its highly transient workers," explains Washoe County Teachers Association President Rick Milsap. And, although Milsap acknowledges the district's high absentee rate, he points out that some students listed as habitual absentees actually may have moved on to other areas.

Student exclusion from Washoe County schools is the last step in a procedure that requires the school to notify parents after each unexcused absence; set up a meeting among parents, counselor, and teachers after the third and sixth absences; and hold an exclusion hearing after the ninth absence. Even then, the student is given the choice of attending an alternative program. Currently, Milsap reports, WCTA is working out details of a new program to be funded by an NEA Operation Rescue grant next year. The program will target teenage mothers and try to keep them in school by providing childcare facilities for their babies.

Across the country in New Jersey, the Red Bank Regional District uses rewards rather than punishment to entice students to attend school. In a program that has been in effect since last winter, 77 "at-risk" high school students receive $5 a day from a Federal Job Placement Administration grant for going to their classes.

Joe Di Dio

The Red Bank district has found that its at-risk students are those who have failed the state proficiency test for high school graduation, those deemed in danger of dropping out, and those considered business- or trade-oriented.

Red Bank Regional Education Association President Richard Robinson says the Association opposes the rewards program, both morally and practically.

"What are we teaching kids when we pay them for something they're legally required to do?" he asks. "Education shouldn't offer instant gratification. It's an investment for the future." And, he notes, attendance is only checked in the class that provides coaching for the state proficiency exam.

High school students in Davidson County, N.C., get a different type of reward for coming to school. Depending on their grade average, those who miss four days or fewer may be exempt from taking major exams in certain subjects. To be excused, a student with four absences must have an *A* average, with three absences a *B* average, with two absences a *C* average, and with one absence a *D* average.

French teacher Betty James of North Davidson Senior High reports that the procedure has been in effect for about 10 years and has been very successful.

"It's cut our absentee rate by about 80 percent," she estimates. "And about 80 percent of our 1,000 students are exempted from taking tests each semester."

Suhuaro High School in Tucson, Ariz., has helped curb absences by creating a schedule that provides four one-hour "conference periods" per week. During these nonclass times, students can make up work, get individual help from teachers, practice for upcoming band concerts or athletic events, or even attend club meetings. Teachers can use these periods for such purposes as meetings or student discipline sessions.

The schedule has been in effect since the school opened in 1968. It's not only helped curtail what was an upward spiral of excused and unexcused absences in the district, notes teacher Jeffrey Lockwood, "it's also made teaching a lot easier."

In Roanoke Co., Va., teachers noticed growing student nonchalance about missing classes. Last year the Roanoke County Education Association took members' concerns to the school board, which appointed a committee to look into the matter.

The 12 committee members divided themselves into two groups. One is revising the existing attendance policy, the other developing a community public relations campaign to stress the importance of regular school attendance.

School librarian Kitty Boitnott of Mt. Pleasant Elementary School, one of three Association members on the committee, is working in the second group. "We've produced a brochure that we want to give to every parent next year," she says. "It explains the social, emotional, and academic importance of attending school regularly and lets parents know they can call on us for help."

Although the committee's recommendations have yet to be approved, Boitnott feels that just the fact that the school board is addressing the absentee issue now—before it becomes too great to handle—is a step in the right direction.

"Our problems are nothing compared to those in some other areas," she notes. "But it's enough to cause us concern."

Of course, what works in one area may not work in another. Like many other problems facing the nation's schools, high absenteeism has deep roots and no simple solutions.

—Diane Dismuke

Parents as Allies

Parents play an important role in developing a child's attitude toward attending school. You might share these tips from the Virginia Education Association with parents of your students.

► Show that you have a positive attitude toward school attendance.

► Allow your child plenty of time in the mornings to get ready for school.

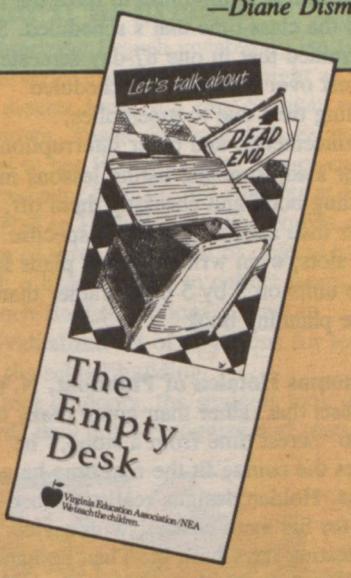
► Make every effort to schedule doctor, dentist, and other appointments before and after school hours.

► Refuse to write excuses for anything other than legitimate absences.

► Refuse to view tardiness as acceptable behavior and discourage early checkouts.

► Plan family vacations in accordance with the school calendar as much as possible.

► If you know in advance that your child must be absent, notify the teachers and make sure that your child understands his/her responsibility for making up missed work.



► Talk to your child about responsibility and the need to develop good work habits and positive attitudes.

► Use good judgment. Don't send a child to school who is really ill.

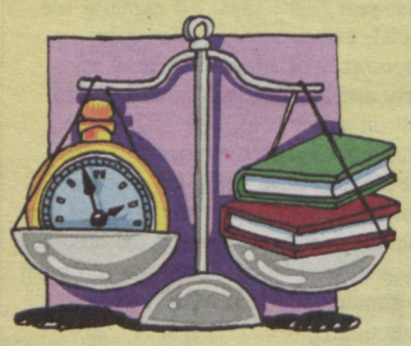
For a complete list of VEA's suggestions, contact Virginia Education Association, 116 3rd St., Richmond, VA 23219 (1-804/648-5801) for their "The Empty Desk" brochure.

CLASSROOM CONCERNS

Readers to the Rescue: Cutting Paperwork, Reducing Absenteeism

In the February NEA Today *Pennsylvania chemistry teacher Dorothy Kelly used our* Sounding Board *page to describe how paperwork and student absences disrupt her classes. Kelly's thoughts evidently touched some nerves among our readers who shared with us their suggestions for keeping these timewasters under control.*

Donna Craig, a Chapter 1 reading teacher for 16 years in Hadley, Pa., would cut down on paperwork by reducing federal requirements and coordinating efforts among remedial programs. Sheila Milbourne, a teacher at Mount Rainier Elementary School in Prince George's County, Md., has a more immediate approach: make it easier for teachers to get nonteaching



assistance, access to the photocopier, and supplies. "Classroom teachers, great miracle workers though they are," Milbourne says, "could probably do the superhuman tasks required if the right resources were available to them."

Madlon Laster of Winchester, Va., would like at a minimum to have the use of all the class time that's scheduled. She determined that in one 87-day semester she lost over 46 hours of scheduled teaching time due to assemblies, announcements, and other interruptions. Laster's adjustments: listing lessons in a planning book and checking them off, rather than assigning them to specific time slots; even writing lesson plans for some units on 3 by 5 cards rather than in the planning book.

Thomas Hotalen of Philmont, N.Y., suggests that rather than going crazy trying to "wrest time from a stone," he makes the course fit the real time he gets to use. Holden designs realistic schedules for his math classes, with review and testing days built in. Then he hands out the whole year's assignments on the first day of class. Students always know what homework they're responsible for on days they're absent for whatever reason.

Cheshire, Conn., teacher Jane Kessler also makes it clear to her math students that missing class doesn't mean avoiding responsibility for material covered. Students make up work at her convenience, not theirs, and as a result she's found that they try not to miss her class. But Kessler doesn't accept the idea that there should be so many interruptions to begin with. She wants the district to make a late bus available so that activities can be held after school. She also stresses the importance of communication with parents: "Parents must understand that time lost from class discussions is not made up by reading the textbook. Viewing a film individually is not the same as watching it with the class, where discussion enhances it."

Communication was cited by several readers as a key to keeping students in class. Lorene Dykstra, who teaches at South Clay Community School in Gillett Grove, Iowa, says that "cooperation among faculty members—plus a whole lot more prioritizing on the part of administrators and teachers—would result in much more sensitive and commonsense scheduling."

Two respondents—neither of them teachers—wrote to say that activities *should* take precedence over classes. Michelle Rose, who recently graduated from high school in Centerville, Ohio, feels activities are "a very important part of high school students' lives" and an

essential supplement to what they can learn in the classroom.

And in the Rochester, Pa., school district, assistant principal Samuel DePaul contends that activities especially benefit underachievers and can lead them to success in academics. To make activities fit more smoothly with the curriculum, he supports open communication between faculty and administrators, an activities moratorium just before the end of each grading period, and limiting each club or other activity to two periods a month.

Perhaps the boldest time-enhancing idea comes from Ramon Serna of Taos, New Mexico. Serna suggests a four-day teaching week, with nonclassroom activities restricted to Friday and the weekend. No activities would be allowed during the eight-hour teaching days, and staff would be hired to cover the Friday-through-Sunday periods.

—Karen Deans

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RESOURCES

Idea Exchange

An Obstacle Helps

When they're restless and have 10 minutes to fill, maybe after a quiz, Tom Moran's English and social studies students at Kubasaki High School in Okinawa don't hesitate: they choose The Obstacle Game. Two teams line up at the back of the room, and Moran gives the first pair a command like "Crawl under a desk, touch blue plastic, and touch Brazil on the map: Go!" or "Get two friends to wheel you to the board as a wheelbarrow, then reach up and print 'calendar' in capital letters."

Moran says he's learned to tailor the commands to carpeted or bare floors, students in skirts, well-matched or poorly-matched pairs, and high- or low-ability classes—and to avoid risky commands like "move across the desk tops to the blackboard."

Moran likes the game as much as the students: it releases their energy while teaching facts, gives practice in listening, offers a chance to show off organizing ability and resourcefulness, and provides motivation to learn facts.

Since much of the game's success is in its noisy excitement, Moran is always mindful of his neighbors' patience level and the possibilities of playing outside or in the gym.

Cross-Age Cooperation

Third graders pair off with kindergartners at Hickory Grove Elementary School in Bloomfield Hills, Mich., to build special friendships through the year. When school opens, every third grader draws the name of a kindergartner for projects that bring the two together weekly.

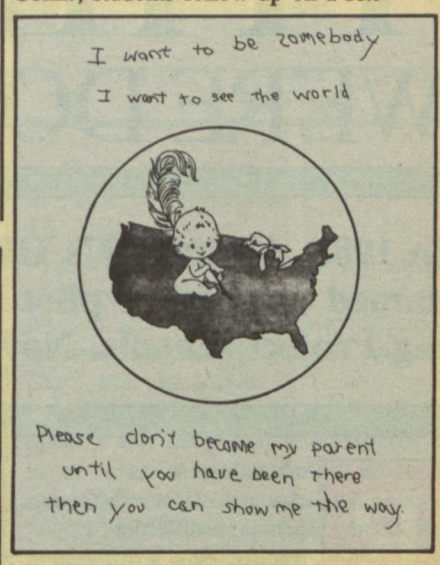
For each of their units of study, the kindergartners dictate ideas and stories to their third grade friends, in assignments that match their verbal learning objectives with the older children's writing objectives.

When the kindergartners visit an orchard and pick apples, their friends help them press the apples to make cider. The two classes make and share Halloween cookies. The third graders make cloth ghosts, and their younger friends dictate Halloween stories.

The pairs stick together beyond the planned classroom activities into the playground and neighborhood. Parents are pleased at their children's new friendships, say teachers Jan Simms and Ruth Andrews, and both older and younger students grow in self-esteem.

Hyping Health

In Diane Meade's home economics class at Parish Hill High School in Chaplin, Conn., students follow up on a sex


I want to be somebody
I want to see the world
Please don't become my parent
until you have been there
then you can show me the way.

education unit by making posters (sample above). They draw on information from the course and design ads that encourage schoolmates to follow helpful health practices. Among the messages: avoid pregnancy; avoid substance abuse.

"Students enjoy this project because it's in lieu of a test," notes Meade. "And their work is displayed around the school for everyone to enjoy and learn from."

Find It in French

Memorizing French vocabulary isn't necessarily exciting—but it might as well be, asserts Anne McCrary Sullivan of Baytown, Texas. Sullivan adds excitement to her French classes by organizing a scavenger hunt for her students at Robert E. Lee High School. She equips each team of three with a list of objects to find, a bag in which to collect them, a French-English dictionary, and an individualized set of directions for leaving the school building.

Once outdoors, the students look up words they don't recognize and search

for the specified objects: un brin d'herbe (blade of grass), quelque chose de rouillée (something rusty), une pièce de monnaie (a coin), un caillou (a pebble), un morceau de bois (a piece of wood), une plume d'oiseau (a bird's feather), un cheveu blond (a blond hair), un cil (an eyelash). The scavengers return to the classroom at a specified time, and by next day's class Sullivan has tallied their results and announces the winning team.

The students find it easy to add words to their vocabulary: "Those words," Sullivan says, "become linked with creative personal experience.

"I've never had so much fun teaching vocabulary," she adds, "and my students have never had so much fun learning it."

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IBM The Bigger Picture

SCHOOL REFORM

'I CAN'T BELIEVE THE GREAT THINGS WE'RE DOING NOW'

In 1985, California's Hillside Junior High was named one of five pilot NEA Mastery in Learning Project schools. Now comes the payoff.

Bob Riha, Jr.

History and English teacher Ruth Rahnema says the way she teaches and relates to her students has changed dramatically in the past three years.

Ruth Rahnema has changed: "I'm a different person, a different teacher, even a different mother."

Rahnema, who teaches history and English at Hillside Junior High in Simi Valley, Calif., north of Los Angeles, has long considered herself an excellent teacher. "Three years ago," she says, "I would have told you I was doing the best job I could *under the circumstances*—and given you a thousand reasons I couldn't do better."

Amazement creeps into her voice. "I can't believe the things I'm doing now. Working on my doctorate. Serving as a mentor teacher. Developing educational programs. I teach differently. Relate to students differently. There's a whole new level of discourse in my classes.

"After 20 years of teaching—doing it well and being recognized as successful—I've a new perception of myself, and my profession.

"Quite simply," Rahnema concludes, "the Mastery in Learning Project has changed me, and our school."

Hillside Junior High joined NEA's Mastery in Learning Project (MIL) in the pilot phase. After three years of assessing and evaluating their school, gathering data about educational options, and implementing selected programs, the Hillside staff is now grappling with the big questions: what kind of school should Hillside become and how can it get there?

Hillside is not alone. The four other MIL pilot schools are engaged in similar processes.

"The five pilots are preparing, and beginning to implement, comprehensive school improvement plans," explains Robert McClure, MIL's founder and director. "They're starting to restructure teaching, learning, the curriculum, and the school environment *in ways that work best for each school*.

"The pilot schools are moving toward fundamental change," explains McClure, "and the other 21 MIL schools—a cross-section of elementary, middle, and junior and senior highs around the nation—aren't far behind."

MIL is a school-based school reform effort with a deceptively simple goal: empower school faculties to develop and implement the best possible educational programs for their schools.

The NEA project is based on the premise that meaningful education reform—reform that will educate all students to their full potential—cannot be dictated or legislated from above. It must be planned and implemented by those who know their students and communities best—the school staff.

Like Ruth Rahnema, Hillside Junior High has changed since it was chosen an MIL school. It had a faculty that was good, caring—and worn down—a deteriorating physical plant, and students whose scores on the standardized California Assessment of Progress (CAP) were consistently the lowest in the school district.

Three years in MIL have changed Hillside. A faculty committee raised funds for refurbishing the interior and entrance to the school. Another committee launched *Zap the CAP*—a program to raise student test scores.

In less than a year, CAP scores went from the bottom of the district to the top. Hillside teachers now give workshops on raising test scores to other school faculties. And *Zap the CAP* has become an advisement program that emphasizes critical thinking and social adjustment, as well as test-taking skills.

Department chairs at Hillside are becoming true curriculum leaders. Teachers share materials and ideas and are working on curriculum integration. The quality of interaction among the staff—and between staff and students—is irreversibly altered.

"You can hear the change in the teachers' room at lunch," says Hillside science teacher Debbie Bickford. "We don't talk about what's wrong with the kids anymore. We talk about educational programs, about ideas, about our goals for the school."

When Hillside teachers get together these days, they talk about the improvements they're making in the school. They discuss how students learn and what that means for how teachers teach. They talk about curriculum integration and cooperative learning techniques; approaches to teaching thinking skills; scheduling to maximize time for teacher interaction; and institutionalizing faculty participation in the growth and changes at the school.

"MIL has caused drastic change in some teachers," says Hillside Principal John Prince. "It's not a question of being good teachers—that was never the issue.

Bob Riha, Jr.

Real change is difficult, even painful, notes science teacher Debbie Bickford, "but we're succeeding—for our students and ourselves."

"But their commitment to the school, the students, and their profession has dramatically increased."

The past three years at Hillside haven't been easy. Change is messy, especially fundamental change that challenges established beliefs about how students learn, how teachers should teach, and how schools should be structured.

"I must tell you," says Debbie Bickford, "I originally voted against Hillside's joining MIL. We were a close-knit faculty, and I was afraid we were opening Pandora's Box."

Hillside teachers can no longer close their classroom doors and do the best possible job. They are challenged—by their colleagues—to articulate and analyze their educational approaches. To make what happens in their classrooms work with what happens in the rest of the school. And to reach consensus about what programs will create the best learning environment for their school.

The process of school-based change demands energy, commitment, and that most precious of all teachers' commodities—time.

"Well," laughs Bickford, "we did open Pandora's Box. But it turned out to be a good thing. We were in a comfortable rut. The project forced us to look seriously at what we were doing and figure out how to do it better.

"It's been difficult—and at times painful. We've all got scars. But we're succeeding—for our students and ourselves."

The Mastery in Learning Project is about empowering teachers to build better schools. "That means making available to teachers the best that's known about teaching and learning, about curriculum and school structure," says Hillside art teacher Deni Byrnes.

"It means enabling us to take a hard look at our school, to decide what to keep and what to change, and to create a faculty decision-making structure to do it," Byrnes continues.

"We're in unchartered territory," adds Robert McClure. "This is not how schools are traditionally run. But we know, from long experience, that the further decisions are removed from school buildings—the more top-down and bureaucratic those decisions become.

"We know that education happens in schools—and that the best educational program for each school must be developed and implemented by the people who are there every day."

—Heidi Steffens

Your NEA

Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws

May 1988

This issue of *Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws* contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

The Representative Assembly will vote on amendments to the Standing Rules by voice vote at the first business meeting, July 4, 1988. Standing Rule Amendments, if adopted, are effective immediately unless otherwise specified.

The Assembly will vote on amendments to the Constitution and Bylaws by secret ballot from 8:30 a.m. to 12 noon, July 6, 1988. Amendments will be discussed prior to voting. Amendments to the Constitution and Bylaws become effective on September 1 following their adoption unless otherwise specified.

Further information on proposed amendments may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (telephone 202-822-7195).

In the following texts, deletions are in brackets and additions are underscored.

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

BARBARA R. COLE
Kansas, *Chairperson*

HORACE M. MAYO
Minnesota

E. ANNE MOUDY
Indiana

ARLENE H. MITCHELL
Ohio

LARRY L. RUTH
New York

PROPOSED AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT 1

(Requires a majority vote)

Title: TO EXTEND THE PERIOD FOR THE DISCUSSION OF NEW BUSINESS DURING THE SECOND, THIRD, AND FOURTH BUSINESS MEETINGS OF THE REPRESENTATIVE ASSEMBLY FROM A MINIMUM OF ONE (1) HOUR TO A MINIMUM OF TWO (2) HOURS.

Rule 6. Order of Business and Debate

K. (No change in first four paragraphs)

Items of new business submitted in accordance with this section shall be the first business item at the second, third, and fourth business meetings of the Representative Assembly, and these new business items shall be considered for at least [one (1)] two (2) hours.

Submitted in accordance with Standing Rule 9.B.1.b (by a state delegation)
Contact person: Stephen Medoff, Pennsylvania

STANDING RULE AMENDMENT 2

(Requires a majority vote)

Title: TO PROVIDE THAT, COMMENCING WITH THE THIRD BUSINESS MEETING OF THE REPRESENTATIVE ASSEMBLY, THE AGENDA SHALL PROVIDE, ALTERNATELY, FOR AT LEAST ONE (1) HOUR OF DISCUSSION OF NEW BUSINESS AND AT LEAST ONE (1) HOUR OF DISCUSSION OF RESOLUTIONS UNTIL SUCH TIME AS ALL NEW BUSINESS ITEMS AND RESOLUTIONS HAVE BEEN CONSIDERED.

Rule 6. Order of Business and Debate

K. (No change in first four paragraphs)

Items of new business submitted in accordance with this section shall be the first business item at the second [, third, and fourth] business meeting[s] of the Representative Assembly, and these new business items shall be considered for at least one (1) hour.

Items of new business not considered at the second business meeting and all proposed resolutions shall be considered at each subsequent business meeting. New business items will be discussed for at least one (1) hour followed by at least one (1) hour of resolutions. This procedure shall be used alternately until all new business items and all resolutions have been completed. In the event a business meeting ends with an hour of new business, the next business meeting shall begin with proposed resolutions and vice versa.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)
Contact person: Beverly G. Epting, Pennsylvania

STANDING RULE AMENDMENT 3

(Requires a majority vote)

Title: TO PROVIDE THAT THE WINNER OF ANY NEA-PAC DRAWING HELD DURING THE REPRESENTATIVE ASSEMBLY MUST BE PRESENT IN THE ASSEMBLY TO WIN.

Rule 7. Reports

E. Winners of any NEA-PAC drawing held during the annual NEA Representative Assembly meeting must be present to win.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)
Contact person: Joanne Christopher, Washington

STANDING RULE AMENDMENT 4

(Requires a majority vote)

Title: TO PROVIDE THAT RESOLUTIONS SHALL BE SET ASIDE FOR DEBATE DURING THE SECOND BUSINESS MEETING AND THAT DEBATE ON RESOLUTIONS SHALL OCCUR ANY TIME AFTER THE BEGINNING OF THE THIRD BUSINESS MEETING.

Rule 8. Definition of Resolutions, Committee, and Procedure

F. Procedures for Submitting Resolutions.

(No change in first five paragraphs)

At the request of any delegate, a proposed resolution shall be separately considered for the purpose of discussion or amendment. During the second business meeting, any resolution a delegate wishes to debate shall be set aside. Debate shall occur any time after the beginning of the third business meeting. Following consideration of [such] the designated resolutions, the Representative Assembly shall vote en masse upon the resolutions as amended.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)
Contact person: Pat Richey, Nebraska

STANDING RULE AMENDMENT 5

(Requires a majority vote)

Title: TO SPECIFY IN THE STANDING RULES THAT A CANDIDATE MAY BE NOMINATED ONLY BY A DELEGATE WHO HAS FULL VOTING RIGHTS IN THE REPRESENTATIVE ASSEMBLY.

Rule 10. Elections, Committee and Procedure

G. Nominations.

3. Each candidate shall be nominated from the floor by motion of a delegate who has full voting rights in the Representative Assembly. When all nominations have been made, each candidate or designee shall have an allotment of time to address the Representative Assembly. . . .

Submitted in accordance with Standing Rule 9.b.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Barbara R. Cole, Kansas

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT 1

(Requires a 2/3 vote)

Title: TO REMOVE EDUCATIONAL SUPPORT PERSONNEL (ESP) AS A MEMBERSHIP CLASS; TO EXPAND THE DEFINITION OF ACTIVE MEMBERSHIP TO INCLUDE ESP; AND TO CONTINUE SUCH RIGHTS, BENEFITS, DUES, AND OTHER OBLIGATIONS AS ARE CURRENTLY PROVIDED IN THE CONSTITUTION AND BYLAWS FOR THE ACTIVE AND ESP MEMBERSHIP CLASSES.

The following revisions of Article II, Section 1, and Bylaw 2-1 constitute the proposed substantive changes.

Article II. Membership

Section 1. Classes of Membership.

Membership in the Association shall comprise a class[es] of Active [and Educational Support] members and such other classes as may be provided in the Bylaws.

Bylaw 2. Membership

2-1. Classes.

a. There shall be [eight (8)] seven (7) classes of membership in the Association: Active, [Educational Support,] Student, Retired, Substitute, Reserve, Staff, and Associate.

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational [work] employment, [or] (ii) who is employed in or who is on a limited leave of absence from an educational support position in a school district, college or university, or other institution devoted primarily to educational work, or (iii) who is serving as an executive officer of the Association or of a state or local affiliate.

An Active member who is engaged in or on a limited leave of absence from professional educational employment shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by his or her employment or shall be an exchange teacher who is regularly employed as a teacher in another country.

Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

[c. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person who is on a limited leave of absence from such employment or who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.]

The following revisions represent the language modifications necessitated by the foregoing substantive changes. These revisions do not provide for any substantive changes in the rights, benefits, dues, or other obligations of current Active or Educational Support members.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the

ratio of 1:1,000 Active [and Educational Support Association] members of the Association within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active [and Educational Support Association] members of the Association or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active [and Educational Support Association] members of the Association or major fraction thereof.

Section 3. Election of Delegates.

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active [and Educational Support] members within the state shall constitute election to the Representative Assembly for all purposes.

Article IV. Executive Officers

Section 2. Qualifications for Executive Officers.

All candidates for the office of President, Vice-President, and Secretary-Treasurer shall have been Active [or Educational Support] members of the Association for at least two (2) years immediately preceding the election. Time spent by an [Educational Support] Active member in [a membership category that now is encompassed in whole or in part by] the Educational Support membership category shall be counted for purposes of the two (2) year requirement. All executive officers shall maintain Active [or Educational Support] membership in the Association.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) director from each association affiliated with the Association as a state affiliate, (b) at least one (1) director for the Retired members of the Association, and (c) at least one (1) director for the Student members of the Association.

Each state unit shall be entitled to an additional director for each 20,000 Active [and Educational Support] members of the Association. . . .

f. [Educational Support] Active members employed in educational support positions shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of [Educational Support] such members elected to the Board fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are [Educational Support] Active members employed in educational support positions.

Section 2. Terms of Office.

d. All candidates for NEA state director shall have been Active [or Educational Support] members of the Association for at least two (2) years immediately preceding the election. Time spent by an [Educational Support] Active member in [a membership category that now is encompassed in whole or in part by] the Educational Support membership category shall be counted for purposes of the two (2) year requirement. All state directors shall maintain throughout their terms of office Active [or Educational Support] membership in the Association.

Article VI. Executive Committee

Section 2. Qualifications and Term of Office.

b. All candidates shall have been Active [or Educational Support] members of the Association for at least two (2) years immediately preceding the election. Time spent by an [Educational Support] Active member in [a membership category that now is encompassed in whole or in part by] the Educational Support membership category shall be counted for purposes of the two (2) year requirement. All Executive Committee members shall maintain throughout their terms of office Active [or Educational Support] membership in the Association.

Article IX. Amendment of Constitution and Bylaws

Section 1. Proposal of Amendments.

Amendments to the Constitution or the Bylaws may be proposed to the Representative Assembly by one or more of the following methods:

a. By petition signed by at least one hundred (100) Active [and/or Educational Support] members from two (2) or more states and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

Bylaw 2. Membership

2-1. Classes.

[d.] c. Student membership shall be open to any student (i) who is enrolled in or preparing for a program of study in an accredited institution of higher learning that qualifies the student for a career in education or (ii) who is serving as chairperson of the NEA Advisory Committee of Student Members, except that any person who has ever been eligible for Active membership through professional educational employment shall not be eligible for Student membership. Student members shall be eligible to be voting delegates at the Representative Assembly. Student members shall maintain membership in the state affiliate provided the affiliate has a membership category for student members.

(Reletter section e as d)

[f.] e. An educational employee employed on a day-to-day basis who is eligible for membership in the Active [or Educational Support] category shall have the option of joining the Association as a Substitute member, unless said employee is drawing educational retirement benefits and is eligible for NEA Retired membership. Substitute members shall receive Educators Employment Liability coverage and other benefits and services authorized by the Board of Directors.

[g.] f. Reserve membership shall be open to any person (i) who is on a leave of absence of at least six (6) months from the employment that qualifies him or her for Active [or Educational Support] membership or (ii) who has held Active or Educational Support membership in the Association but whose employment status no longer qualifies that individual for such membership.

(Reletter sections h through j as g through i)

2-3. Rights and Limitations.

b. The right to vote and to hold elective or appointive position shall be limited to Active [and Educational Support] members except as otherwise provided.

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.

The dues of an Active member who has left professional educational employment to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member engaged in or on a limited leave of absence from professional educational employment.

Dues of Active members who are employed in or on limited leave of absence from educational support positions shall be determined in the same manner as the dues of Active members engaged in professional educational employment except that the national average annual salary of school employees in educational support positions shall be used in the formula and the dues shall in no event be less than one-half (½) the dues of Active members engaged in professional educational employment. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members engaged in professional educational employment.

The dues of an Active member who has left an educational support position to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member employed in or on a limited leave of absence from an educational support position.

Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

b. (No change)

[c. Dues of Educational Support members shall be determined in the manner set forth in Bylaw 2-7.a, except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula and the dues shall in no event be less than one-half (½) the dues of Active members. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members. Any person joining as an Educational Support member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.]

[d.] c. The Association shall allow credit to first-year [teachers or Educational Support] Active members who join the Association during their first year of membership eligibility, the reduction of their dues being ten dollars ($10) per year for each year of their membership in Student NEA and/or for each year of their NEA Student membership up to four (4) years. The first-year [teacher or Educational Support] Active member shall provide proof of membership in Student NEA to be eligible for credit, and the Association shall verify NEA Student membership.

[e.] d. The membership fee for persons eligible for Active membership [and Educational Support membership] who are regularly employed for fifty (50) percent or less of the normal schedule for a full-time employee and not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be one-half (½) of the Active [or Educational Support] membership dues, as appropriate.

[f.] e. The Association shall continue to allow Active [and Educational Support] membership to those education association members laid off due to a reduction in force with reduction in dues of fifty (50) percent. Such eligibility for Active [and Educational Support] membership shall continue as long as such persons are eligible to be recalled or for three (3) years, whichever is longer.

(Reletter sections g through i as f through h)

[j.] i. Dues of Reserve members shall be one-half (½) the dues of Active [or Educational Support] members, as appropriate.

[k.] j. Dues of Staff members shall be one-half (½) the dues of Active members engaged in professional educational employment.

[l.] k. Dues of Associate members shall be five dollars ($5) yearly.

[m.] l. The Executive Committee may establish reduced membership dues for persons eligible for Active [or Educational Support] membership who are included in a unit of employees (i) that is attempting to become an affiliate of the Association or (ii) for which an affiliate of the Association is attempting to become the recognized organization. The amount of the dues charged such persons, and the Association services and benefits for which they are eligible, shall be determined by the Executive Committee on a case-by-case basis. The Executive Committee shall adopt rules for implementing this Bylaw.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active [and Educational Support] membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes.

i. Allocation of delegates to [Educational Support] Active members employed in educational support positions who are denied active membership in local affiliates shall be based on the ratio of 1:150 [Educational Support] such members so denied.

PROPOSED AMENDMENTS

Bylaw 5. Board of Directors

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the Active [and Educational Support] NEA members within each state or (ii) by the NEA members elected to serve as delegates to the state representative body, but only if all Active [and Educational Support] NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. . . .

d. If on May 31 of two (2) consecutive years the Active [and Educational Support] Association membership within a state unit or the Retired membership or the Student membership of the Association is less than that required to establish and maintain the positions of its directors, the number of its additional directors shall be reduced according to the membership on the second of such two (2) consecutive years.

5-13. Recall.

b. Recall proceedings shall be instituted by the filing of a recall petition with the NEA Executive Director. The recall petition shall be in a form specified by the NEA and shall, among other things, contain (i) a statement of the specific grounds for the recall and (ii) the signatures of at least five (5) percent of the total number of NEA Active [and Educational Support] members in the state as of the close of the membership year immediately preceding the membership year in which the petition is filed where NEA directors are elected by all NEA Active [and Educational Support] members of the state, or signatures of at least thirty-three (33) percent of the NEA Active [and Educational Support] members who are elected to serve as delegates to the state representative body in the year in which the petition is filed where NEA directors are elected by such delegates.

d. A recall election shall be conducted in accordance with rules of procedure adopted by the NEA Board of Directors, provided that (i) where NEA directors are elected by the NEA Active [and Educational Support] members of the state, all NEA Active [and Educational Support] members in the state as of the date of the recall election shall be eligible to vote or, where NEA directors are elected by the state representative body, all NEA Active [and Educational Support] members who are elected to serve as delegates as of the date of the recall election shall be eligible to vote; (ii) the recall election shall be by secret ballot; and (iii) two-thirds (⅔) of the valid ballots cast shall be required for recall.

Bylaw 7. Review Board

7-1. Review Board.

b. Members of the Review Board shall have been Active [or Educational Support] members of the Association for five (5) consecutive years immediately prior to appointment. Time spent by an Active member in the Educational Support membership category shall be counted for purposes of the five (5) year requirement. Members of the Review Board shall maintain Active [or Educational Support] membership [as appropriate].

Bylaw 12. Definitions

12-1. Definitions of Terms.

b. *State director*: State director shall mean a member of the NEA Board of Directors elected to represent Active [and Educational Support] members in a state, the District of Columbia, Puerto Rico, or the jurisdiction of the Overseas Education Association.

d. [*Educational Support member*: An Educational Support member shall mean a member other than an Active member who is an employee of a school district, college or university, or other institution devoted primarily to educational work.]

[e.] d. *Education position*: Education position shall mean the following two categories: category 1 shall include NEA Active [and Educational Support] members who are not supervisors; and category 2 shall include NEA Active [and Educational Support] members who are supervisors, NEA retired Life members, and NEA staff Life members.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Nancy Marrone, Maine

AMENDMENT 2

(Requires a 2/3 vote)

Title: TO REDUCE DELEGATE ALLOCATIONS TO THE REPRESENTATIVE ASSEMBLY BY CHANGING THE MINIMUM NUMBER OF STATE DELEGATE CREDENTIALS FROM 15 TO 10, BY CHANGING THE FORMULA FOR THE ALLOCATION OF CREDENTIALS TO STATE AFFILIATES FROM 1:1,000 TO 1:2,500 ACTIVE AND EDUCATIONAL SUPPORT MEMBERS, AND BY CHANGING THE FORMULA FOR THE ALLOCATION OF CREDENTIALS TO LOCAL AFFILIATES AND CLUSTERING LOCALS FROM 1:150 TO 1:500 ACTIVE AND EDUCATIONAL SUPPORT MEMBERS OR MAJOR FRACTION THEREOF.

Article III. Representative Assembly

Section 2. Allocation of Delegates.

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of [1:1,000] 1:2,500 Active and Educational Support Association members within the state. No state shall receive fewer than [fifteen (15)] ten (10) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of [1:150] 1:500 Active and Educational Support Association members or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of [1:150] 1:500 Active and Educational Support Association members or major fraction thereof.

Submitted in accordance with the Constitution, Article IX, Section 1.a (by petition of at least 100 members from two or more states)
Contact person: Kay Miller, Nebraska

AMENDMENT 3

(Requires a 2/3 vote)

Title: TO CLARIFY THE LANGUAGE OF ARTICLE III, SECTION 3.b, REGARDING THE VOTING RIGHTS OF EX OFFICIO DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. [Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active and Educational Support members within the state shall constitute election to the Representative Assembly for all purposes.] Election to the Board of Directors by the Active and Educational Support NEA members within the state shall constitute election to the Representative Assembly for all purposes.

Election to the Board of Directors by the Active and Educational Support NEA members elected to serve as delegates to the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to executive office or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Barbara R. Cole, Kansas

AMENDMENT 4

(Requires a 2/3 vote)

Title: TO DESIGNATE THE PRESIDENT OF A STATE AFFILIATE AS AN EX OFFICIO DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY WITHOUT THE RIGHT TO VOTE FOR OFFICERS EXCEPT THAT ANY STATE PRESIDENT ELECTED BY ALL-MEMBER BALLOT IN THE STATE SHALL HAVE THE RIGHT TO VOTE FOR NEA OFFICERS AT THE NEA REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. Election to executive office or to the Board of Directors or to the Executive Committee or to the presidency of a state affiliate shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors or to the presidency of a state affiliate by NEA Active and Educational Support members within the state shall constitute election to the Representative Assembly for all purposes.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Kathryn (Joey) Nichol, New Hampshire

AMENDMENT 5

(Requires a 2/3 vote)

Title: TO PROVIDE FOR THE DISSEMINATION OF INFORMATION ABOUT THE OFFICE OF THE NEA PRESIDENT AND THE ELECTORAL PROCESS TO ETHNIC-MINORITY SPECIAL INTEREST GROUPS APPROXIMATELY EIGHTEEN (18) MONTHS PRIOR TO EVERY PRESIDENTIAL ELECTION; TO PROVIDE THAT THE TEXT OF THE PROVISION AND AN APPROPRIATE EXPLANATION SHALL BE FEATURED IN AN NEA ALL-MEMBER PUBLICATION AND SHALL BE SENT TO REPRESENTATIVE ASSEMBLY DELEGATES IN A PRESIDENTIAL ELECTION YEAR; AND TO PROVIDE THAT AFTER ANY PERIOD OF ELEVEN (11) CONSECUTIVE MEMBERSHIP YEARS IN WHICH AN ETHNIC-MINORITY MEMBER HAS NOT SERVED AS NEA PRESIDENT, THE ASSOCIATION SHALL TAKE SUCH STEPS AS MAY BE LEGALLY PERMISSIBLE TO ELECT AN ETHNIC-MINORITY MEMBER AS PRESIDENT.

Article IV. Executive Officers

Section 4. Affirmative Action Procedure.

By December 1 of each membership year immediately preceding the next membership year in which a presidential election is to be held (i.e., approximately 18 months prior to the date of the election), appropriate information about the office of President and the electoral process, including all relevant timelines, shall be sent to each of the ethnic-minority special interest groups identified in Bylaw 12; and

During the membership year in which the aforesaid presidential election is to be held, a copy of this section of the Constitution, with an appropriate explanation as to its background and intent, shall be included in (a) an Association publication sent to all members by December 1 and (b) the material that is sent to the delegates to that year's Representative Assembly.

If after any period of eleven (11) consecutive membership years a member of an ethnic-minority group has not served as President, the Association shall take such steps as may be legally permissible to elect a member of an ethnic-minority group.

Submitted in accordance with the Constitution, Article IX, Section 1.c (by two state delegations)
Contact persons: John I. Wilson, North Carolina, and Steve Platte, Missouri

PROPOSED AMENDMENTS TO THE NEA BYLAWS

AMENDMENT 6

(Requires a majority vote)

Title: TO PERMIT AN INDIVIDUAL WHO IS ELIGIBLE FOR ACTIVE MEMBERSHIP THE OPTION OF ENROLLING AS A STUDENT MEMBER IF HE OR SHE IS ON A FULL-TIME LEAVE OF ABSENCE FROM PROFESSIONAL EDUCATIONAL EMPLOYMENT FOR THE PURPOSE OF PURSUING A GRADUATE DEGREE.

Bylaw 2. Membership

2-1. Classes.

d. Student membership shall be open to any student (i) who is enrolled in or preparing for a program of study in an accredited institution of higher learning that qualifies the student for a career in education or (ii) who is serving as chairperson of the NEA Advisory Committee of Student Members, except that any person who has ever been eligible for Active membership shall not be eligible for Student membership, but any person who is on a full-time leave of absence from profes-

sional educational employment for the purpose of pursuing a graduate degree shall have the option of joining as a Student member.

Student members shall be eligible to be voting delegates at the Representative Assembly. Student members shall maintain membership in the state affiliate provided the affiliate has a membership category for student members.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Agnes Shine, Florida

AMENDMENT 7
(Requires a majority vote)

Title: TO CHANGE THE BASIS FOR COMPUTING THE DUES OF ACTIVE MEMBER SUPERVISORS AND ADMINISTRATORS FROM THE NATIONAL AVERAGE ANNUAL SALARY OF CLASSROOM TEACHERS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS TO THE NATIONAL AVERAGE ANNUAL SALARY OF SUPERVISORS AND ADMINISTRATORS IN PROFESSIONAL POSITIONS IN THE PUBLIC SCHOOLS; TO CHANGE THE BASIS FOR COMPUTING THE DUES OF EDUCATIONAL SUPPORT MEMBER SUPERVISORS AND ADMINISTRATORS FROM THE NATIONAL AVERAGE ANNUAL SALARY OF PERSONS ELIGIBLE FOR EDUCATIONAL SUPPORT MEMBERSHIP TO THE NATIONAL AVERAGE ANNUAL SALARY OF SUPERVISORS AND ADMINISTRATORS IN EDUCATIONAL SUPPORT POSITIONS; AND TO PROVIDE THAT EDUCATIONAL SUPPORT SUPERVISORS AND ADMINISTRATORS SHALL PAY NO LESS THAN ONE-HALF (½) THE DUES OF ACTIVE SUPERVISORS AND ADMINISTRATORS.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors except that the dues of Active members in category 2 (as defined in Bylaw 12-1.e) shall be .00225 times the national average annual salary of supervisors and administrators in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of supervisors and administrators in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining as an Active member. . . .

c. Dues of Educational Support members shall be determined in the manner set forth in Bylaw 2-7.a except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula and the dues shall in no event be less than one-half (½) the dues of Active members provided that the dues of Educational Support members in category 2 (as defined in Bylaw 12-1.e) shall be based on the national average annual salary of educational support supervisors and administrators and further provided that the dues of such members shall in no event be less than one half (½) the dues of Active members in category 2 (as defined in Bylaw 12-1.e). The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members. Any person joining as an Educational Support member. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Joyce Kyllo, Oregon

AMENDMENT 8
(Requires a majority vote)

Title: TO CHANGE THE BASIS FOR COMPUTING THE DUES OF ACTIVE MEMBER SUPERVISORS AND ADMINISTRATORS FROM THE NATIONAL AVERAGE ANNUAL SALARY OF CLASSROOM TEACHERS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS TO THE NATIONAL AVERAGE ANNUAL SALARY OF SUPERVISORS AND ADMINISTRATORS IN THE PUBLIC SCHOOLS.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of category 1 Active members shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. Dues of category 2 Active members shall be .00225 times the national average annual salary of supervisors and administrators in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of supervisors and administrators in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining as an Active member. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Diana Swaim, New Jersey

AMENDMENT 9
(Requires a majority vote)

Title: TO PROVIDE THAT AN INDIVIDUAL WHO BECOMES ELIGIBLE FOR ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP OR RETURNS TO A POSITION THAT QUALIFIES HIM OR HER FOR SUCH MEMBERSHIP AFTER THE COMMENCEMENT OF THE MEMBERSHIP YEAR SHALL PAY DUES COMMENSURATE WITH THE REMAINING PORTION OF THE MEMBERSHIP YEAR.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person [joining] (i) who joins as an Active member during [the] his or her first year of eligibility, (ii) who becomes eligible for Active membership after the commencement of the membership year, or (iii) who returns to professional educational work from a limited leave of absence after the commencement of the membership year shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

c. Dues of Educational Support members shall be determined in the manner set forth in Bylaw 2-7.a, except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula and the dues shall in no event be less than one-half (½) the dues of Active members. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members. Any person [joining] (i) who joins as an Educational Support member during [the] his or her first year of eligibility, (ii) who becomes eligible for Educational Support membership after the commencement of the membership year, or (iii) who returns to educational support work from a limited leave of absence after the commencement of the membership year shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.d (by majority vote of the NEA Board of Directors)
Contact person: John I. Wilson, North Carolina

AMENDMENT 10
(Requires a majority vote)

Title: TO DELETE FROM BYLAW 3-1.j THE REQUIREMENT THAT ONLY THOSE LOCAL AFFILIATES ENTITLED TO FEWER THAN TEN (10) DELEGATES MAY CLUSTER FOR CATEGORY 2 DELEGATE REPRESENTATION IN THE NEA REPRESENTATIVE ASSEMBLY AND THEREBY TO PERMIT MEDIUM-SIZE AND LARGE LOCALS TO CLUSTER FOR CATEGORY 2 DELEGATES.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

j. Allocation for category 2 delegates in local units which have all-inclusive membership shall allow for clustering with category 2 members from other local units. [Clustering shall be permitted only when allocation of local unit category 2 delegates includes fewer that ten (10) delegates. In such local units,] In local units in which category 2 members cluster for representation in the NEA Representative Assembly, category 2 members shall not be counted in the allocation for category 1 delegates. Delegates for clustered category 2 members shall be based on the ratio of 1:150. This section shall apply only in those states where the state affiliate has determined that it shall be applicable.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Frances M. Cummings, North Carolina

AMENDMENT 10A
(Requires a majority vote)

Title: TO REDUCE FROM FIFTEEN (15) TO TEN (10)* PERCENT THE AMOUNT OF THE CURRENT BUDGET THAT THE AUDITED GENERAL FUND BALANCE MUST EQUAL OR EXCEED AT THE END OF THE FISCAL YEAR; AND TO PROVIDE THAT THE REDUCTION SHALL BE PHASED IN AT THE RATE OF ONE (1) PERCENT EACH YEAR FOR FIVE (5) YEARS.

Bylaw 11. General Finance

11-3. General Fund.

c. If at the end of the fiscal year the audited General Fund balance is less than [fifteen (15)] ten (10)* percent of that year's budget, subsequent budgets must include an appropriation equal to one (1) percent of the current year's budget or the amount necessary to bring the General Fund up to [fifteen (15)] ten (10)* percent of the prior year's budget, whichever is less. The Representative Assembly may approve a budget without the required appropriation only by a two-thirds (2/3) vote. The Board of Directors may make appropriations which reduce the General Fund balance to less than [fifteen (15)] ten (10)* percent of the prior year's budget only by a two-thirds (2/3) vote of the Board and only when the Board has received a thirty (30) day notice of the proposed appropriation.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Barbara R. Cole, Kansas

*This provision shall be implemented over a five-year period and shall become fully effective with the 1992-93 fiscal year. Each year for the next five (5) years, the percentage shall be reduced by one percent in accordance with the following schedule:

1988-89 Fourteen (14) percent
1989-90 Thirteen (13) percent
1990-91 Twelve (12) percent
1991-92 Eleven (11) percent
1992-93 Ten (10) percent.

AMENDMENT 11
(Requires a majority vote)

Title: TO PROVIDE THAT FIFTY (50) PERCENT OF EXCESS INCOME OVER EXPENDITURES IN A FISCAL YEAR SHALL BE TRANSFERRED TO THE UNISERV FUND AT THE BEGINNING OF THE NEXT FISCAL YEAR.

Bylaw 11. General Finance

11-9. Budget.

c. The budget shall include an appropriation for contingencies of at least one (1) percent of the budget and shall transfer fifty (50) percent of excess income over expenditures in a fiscal year to the UniServ fund at the beginning of the next fiscal year.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Eleanor S. Wilson, Maryland

BOOK BEAT

Toward a More Engaging Classroom

In *The Subject Matters: Classroom Activity in Math and Social Studies*, education researcher Susan S. Stodolsky demonstrates that teachers change their teaching behaviors according to the subject taught. Stodolsky compared the teaching methods used in 20 fifth grade math classes and 19 fifth grade social studies classes (in most cases taught by the same teacher) in 13 representative Chicago-area schools.

A main finding: math teachers primarily rely on hearing recitations and monitoring seatwork, but even the same teacher teaching social studies will also use group work, student reports, and films.

Some of Stodolsky's findings are disturbing. Performing seatwork was the expected student behavior 50 percent of the time in every math class observed. There was more diversity in social studies classes in both activities done and materials used.

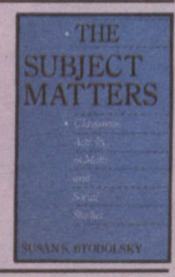
Perhaps one of the weaknesses of Stodolsky's research—given the fact that she was searching for evidence of variation in classes—is that her observations did not continue for a longer period than three weeks.

As to levels of cognitive functioning, students in math class operated most often at the comparatively low levels of learning facts and concepts and acquiring skills. In social studies, in contrast, they functioned at higher levels—especially when engaged in research, an activity provided for in all the social studies classes that Stodolsky observed.

Students in social studies occasionally even operated at the very highest cognitive level—applying concepts to new situations. But much learning in social studies, as in math, occurred at the lower levels of factual recall and comprehension.

Stodolsky found "a serious lack of challenging activity in elementary schools." She went on to say that the "challenging and engaging activity that exists usually takes place when children work together and when students are studying enrichment topics such as social studies as opposed to skill subjects such as math."

THE SUBJECT MATTERS: CLASSROOM ACTIVITY IN MATH AND SOCIAL STUDIES
By Susan S. Stodolsky
(University of Chicago Press. 216 pp. $27.95)



And herein lies a terrible irony: Teachers are not observed during the time their students are involved in group work, the activity in which the students are said to function at such high cognitive levels. Yet the reason students get so much out of these group activities may be because of the sophisticated planning teachers have done for the activities. When teachers *are* observed, they're directing the class—and this is the cruelest irony of all—at the lowest levels of mental operation, asking questions about factual recall.

One of Stodolsky's strengths is her knowledge of related research. In a review of the research on math textbooks, Stodolsky discovers that it supports her own findings: fifth grade math texts rarely move beyond arithmetic. She speculates that the reason for such limitation is that math is governed by standardized tests—and what is tested is what is taught. The same limitations do not apply, she thinks, to the "enrichment" subject of social studies because—at least in Illinois—social studies knowledge is not tested by a standardized test.

For classroom teachers, perhaps one of the most irresistible aspects of Stodolsky's research will be the urge to rate their own performance against the checklist she used to categorize classroom behaviors. The 17 categories—ranging from three different kinds of *seatwork* to *tutoring* and *transition* can be found in an appendix.

In fact Stodolsky's 17 strategies do not encompass the universe of possibilities for teachers. Below is the beginning of a list of much higher level activities that I've seen teacher-researchers engage in.

► *Performing the same work as their students (e.g., responding in a journal to a common reading and then engaging in the ensuing group discussion).*

► *Having math students write "dialectical" journals in which they solve an equation on one page and reflect on their thought processes on the opposite page.*

► *Consulting with and audiotaping the comments of students during lunchtime research sessions.*

► *Sitting next to a student during class—clipboard on lap—to ask how that student learns or fails to learn in that classroom.*

If, instead of measuring what are really traditional teacher behaviors, Stodolsky had looked for some of the newer roles beginning to make their way into classrooms, she might have provided her readers with a reach that exceeds their grasp—or can't that be what research is for?

Margaret Queenan, English teacher, Stamford (Connecticut) High School, and member, Stamford Education Association. Queenan is writing a doctoral dissertation on teachers as researchers at Teachers College, Columbia University.

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People

John Kuykendall

Linda Tilgner knows about making things grow. She turned her favorite family activity—gardening—into a series of classroom projects and then into a book entitled *Let's Grow! 72 Gardening Adventures with Children.**

"Children respond to little miracles," says Tilgner. Gardening with her students and other children during summers and after school, she learned what works for both plants and kids. To keep little feet off little sprouts, for example, she suggests building raised planting beds. To maintain children's interest, she recommends plants that grow easily and quickly.

During the long Vermont winter, Tilgner's second graders at Shaftsbury Elementary School garden indoors—and not just as a science project. Plants are part of math (weighing pumpkins), art (drawing vegetables), and writing (describing plant growth). But the most important thing her students learn, Tilgner says, is "the interaction of living things and wholeness of the natural world."

Joe Di Dio

Tilgner's students write "books" as part of the reading program. "They were very excited, she says, "to see their teacher going through the same thing. I brought in the galleys, and they felt close to the whole process." □

** $10.95 paperback or $21.95 hardback plus $2.00 postage and handling, from Garden Way Publishing, Schoolhouse Rd., Pownal, VT 05261.*

David Kennedy

The seventh and eighth graders in **Sharon Mitchell's** Scientific Inquiry and Analysis class at Porter Middle School, Austin, Tex., have been growing plants and fish in special tanks and beds inside a geodesic dome they built last spring.

"Many of the experiments involve growing nutrient-rich plants and fish that could improve diets in the Third World," Mitchell explains. "One experiment may even help future space travelers get fresh catfish in space!"

Above, under the dome, Mitchell and a student observe bean plants floating in a nutrient bath. She and her students have also been lobbying to get the Internal Revenue Service to stop taxing federal Christa McAuliffe fellowships. Taxes will take some $10,000 of Mitchell's $25,300 McAuliffe grant—which otherwise would all have gone to the biodome.

When Association member Gary Bond ran across Florida last winter—swimming Tampa Bay along the way—it wasn't for his health. But it was for the health of Florida children.

What made Bond run were some startling statistics unearthed in his doctoral research (he's currently teaching and studying at Tampa's NOVA College). Every year drowning claims about 150,000 lives worldwide, some 8,000 in the United States—and, last year, 300 in Florida. Drowning is the state's leading cause of death for youngsters and the second greatest cause nationwide. Half of all Americans don't know how to swim.

Bond decided to do something. He set up a low-cost swimming class and started the nonprofit Florida Foundation for the Prevention of Drowning. He wrote *Learning To Swim: A Parent's Guide for the Preschool Child.* His aim: get the federal government to pay for an information campaign on drowning, subsidize swimming classes, and investigate the causes of drownings.

Bond's 181-mile trip drew good coverage. "People are becoming more aware of what we're trying to do—and awareness is the beginning of action," notes Bond. □

Tony Rianze

Kindergarten students are making wooden sailboats all by themselves in the Kids Carpentry classes that Association member **Michael Glass** has set up at eight schools throughout the Berkeley, Calif., area.

Debra Jensen

Michael Glass

When the students work on projects, they use work surfaces and tools scaled to their size. In classes of 7 to 10 students they learn to think about the process of construction. They work with quarter-inch scale rulers, hand drills, cross-cut saws, rasps, mitre boxes, and sanding blocks. They do all the measuring, sawing, and sanding themselves after Glass shows them how it's done.

The students create bird feeders, furniture, go-carts, and scooters—but there's more to it than that. "They're practicing math and problem-solving skills," says Glass, "while they're also learning craftsmanship, respect for tools, and safety." In the program's six years, not one of the 6,000 participants has ever been injured.

Glass offers the courses after school or in two hour-and-a-half periods during the school week. Some teachers are so excited by the course that they're adding carpentry projects to the regular curriculum. □

"I've taught about the rain forest for years," says 12-year teacher **Betty DeBickero,** "but my 10 days in a tropical rain forest in Costa Rica last summer really helped me bring more life to the topic in my classroom."

DeBickero, a sixth grade teacher at Oak School in Hinsdale, Ill., was one of 18 teachers who enrolled in a special summer travel/study program sponsored by a local college.

DeBickero's students used the information she'd given them to choose, research, and report on rain forest topics, then entered their information on a data base program. The whole class created a 25′ by 10′ mural of a rain forest, placing hand-made likenesses of their animals and plants in the proper layers of the forest.

"Building this mural helped students visualize the density and incredible height of the rain forest," DeBickero explains.

When DeBickero also told her students about the destruction of the earth's rain forests—at a rate of 100 acres per minute—they set to work. The students wrote to legislators and to corporations cited as violators of rain forest land. They made a videotape to share with their parents. And they raised enough money to buy six acres of rain forest land in Costa Rica.

"The land will be added to the Monteverde National Park," DeBickero says. □

Todd Panagopoulos

Students at Robinson Intermediate School in northern Virginia and at the Soviet Union Embassy school in the nation's capital are practicing their own version of *glasnost*. And according to Robinson history teacher **Dick Davala,** "junior *glasnost*" is working just fine.

The exchange started a year ago, when two employees of the Soviet Embassy accepted an invitation from a parent to attend a peace play put on by his daughter's elementary school in nearby Fairfax County. Soon after, the diplomats invited the student—who by then attended Robinson—and her classmates to visit the Soviet school.

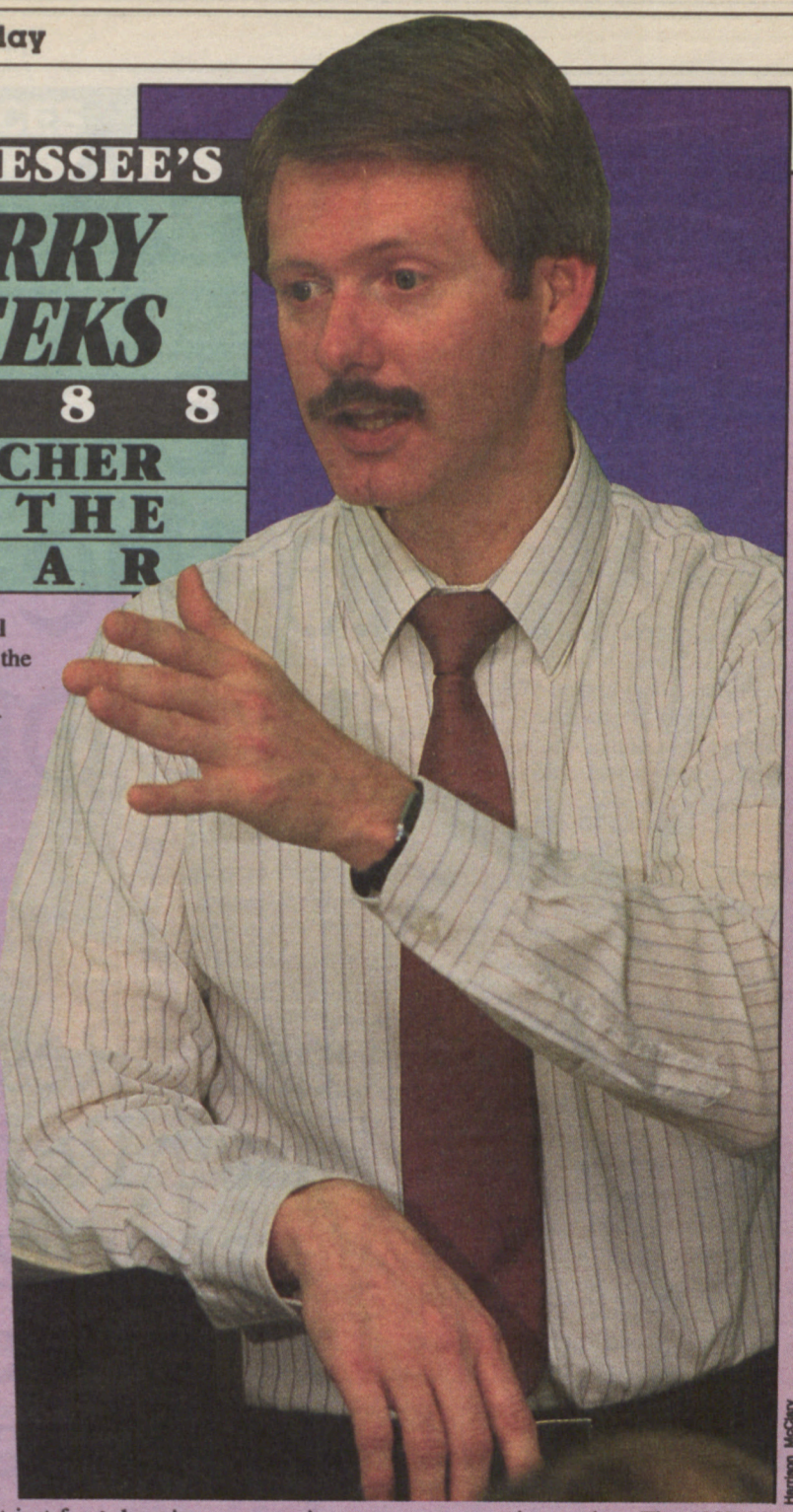
Davala and 30 of his students spent a day at the Soviet Embassy School getting acquainted with the young Soviets (some speak English) and their customs. The Soviets presented an assembly for the Americans, and in a fitting finale, all sang "It's a Small World."

That visit was just a beginning. Soviet students and teachers soon visited Robinson, where the teachers were most impressed with the extracurricular activities and vocational ed classes. More exchanges are planned.

"We're very similar," says Davala. "Soviet teachers are concerned with certification and student success, just as we are. And as I videotaped the visits, I couldn't tell the difference between Soviet and American children." □

Joe Di Dio

TENNESSEE'S TERRY WEEKS 1988 TEACHER OF THE YEAR



Harrison McClary

"The National Teacher of the Year isn't just a teacher on display," says seventh grade social studies teacher **Terry Weeks** of Murfreesboro, Tenn. Association member Weeks has definite ideas about what the position should be—and as the 1988 winner, he's well placed to carry them out. "The Teacher of the Year can be a conduit for letting the entire nation know about all the excellent teaching that goes on around the country. And I can become a resource for other educators for years to come, not just for the one year."

Student participation is Weeks's key to teaching and learning. "The whole mind must be used," he stresses, "not just the memory."

Weeks uses his own whole mind—and 14 years' experience—deploying a variety of methods that let students experience each concept through as many senses as possible.

"Sometimes I take on the identity of a historical character, defending that person's controversial actions or decisions. Other times, we rearrange the course of history, showing what might have happened if key decisions had not been made or concerned individuals had not taken strong stands or had refused to face particular challenges."

Weeks's students may act as citizens at a town meeting debating a historical issue, or as legislators researching, writing, introducing, and debating bills.

"These strategies allow the students to think for themselves," Weeks notes. "And they reaffirm the importance of the individual in making history."

Active participation in the learning process gives students more opportunities for success, Weeks believes, leading them to a higher level of thinking and greater retention.

Weeks attended a very small rural K-12 school in Rutherford County—not far from where he now teaches in a middle school that has 1,300 students in seventh and eighth grades. When he started at Central Middle School, a consolidation plan had eliminated neighborhood schools and alienated the community.

Weeks missed the community spirit of the school he'd attended, and he went to work at Central to bring school and community together again. He organized a parent essay contest: "Why I love my school." He put together an annual teacher-businessperson softball game to benefit the schools' drug education program. Through a hotline Weeks helped set up, teachers advise parents about home learning activities.

Innovative teaching and community projects haven't kept Weeks too busy to take part in his professional Association. He looks on these activities as a natural way to put his professional commitment into action. The 1987-88 membership chair of the Tennessee Education Association, he's a member of the TEA Board of Directors and past president of the local Rutherford County Education Association.

In a state that offers higher pay to teachers who climb a career ladder, Weeks has refused to leave Level I. "All along," he says, "I wondered if they would allow a Level I teacher to be named 'teacher of the year.'

"But Level I is not second class," he emphasizes. "To move up the career ladder, I feel I'd have to conform to what someone else has decided is good teaching. I don't feel I could be myself. I know what works for me in my classroom. But I'm not convinced that my style would get the highest marks on the career ladder evaluation sheet.

"If I ever conclude that the career ladder can help me become a better teacher," Weeks promises, "I'll be in line to apply.

"Meanwhile," he says, "I always try to let students know they should be participants in the game of life in every arena—and for teachers, the professional Association is one of those arenas." □

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RESOURCES

TV/Radio Tips

Biography—*Arts & Entertainment channel.* Profiles of the lives of famous people. *Tuesday, May 3, 8-9 p.m. ET:* "Lenin." *Tuesday, May 10, 8-9 p.m. ET:* "Tolstoy: From Rags to Riches."

American Playhouse—*PBS, Wednesdays, 9 p.m. ET.*

PBS

May 4: "Long Day's Journey into Night." *May 11:* "The Trial of Bernhard Goetz," Part I. *May 18:* "The Trial of Bernhard Goetz," Part II. *May 25:* "Rocket to the Moon." *June 1:* "Land of Little Rain." (photo) *June 8:* "The Ballad of Gregorio Cortez." *June 15:* "I Never Sang for My Father." *June 22:* "Testament." *June 29:* "Native Son."

Reef Watch: Live from the Red Sea—*Discovery channel, Friday, May 6, 10:30-11 p.m. ET. Saturday, May 7, 8:30-9 p.m. and 12:30-1 a.m. ET; Sunday, May 8, 10-11 a.m. ET, 5-6 p.m. ET, and 10-12 midnight ET.* Live documentary about the Red Sea, located in one of the most historically rich and politically volatile regions on earth.

To Heal a Nation—*NBC-TV, Sunday, May 22, 9-11 p.m. ET.* Dramatization of the true story of Jan Scruggs, the Vietnam veteran whose dream inspired the move to build the Vietnam Veterans Memorial in Washington, D.C. Based on the book of the same name by Jan Scruggs and Joel Swerdlow, and starring Eric Roberts.

NBC-TV

Schoolbreak—*CBS-TV. Tuesday, May 31, 4-5 p.m. ET:* "Little Miss Perfect." Rebroadcast. Drama about the causes and effects of bulimia. Free viewer guides are available from CBS Educational and Community Services Dept., 51 W. 52nd St., New York, NY 10019.

NPR Playhouse: Children's Radio Theatre—*National Public Radio, throughout May and June; check local listings for dates and times.* Twenty-six plays written by, for, and about children.

Family Playhouse, "The Woman Who Willed a Miracle"—*HBO, sometime in May; check local listings for dates and times.* The true story of Mae Lemke and her husband, and their difficulties in raising a severely retarded orphan who, to everyone's surprise, grows up to be a musical genius.

Kids on Kids—*HBO, sometime in May; check local listings for dates and times.* Children speak freely on a variety of topics including love, creation/evolution, and the battle of the sexes.

Thinking About Drinking—*American Public Radio, starts sometime in May; check local listings for dates and times.* A rebroadcast of a 12-week series of in-depth interviews with persons whose lives have been touched by alcoholism, including former first lady Betty Ford, Massachusetts Gov. Michael Dukakis, and Academy Award-winning director Blake Edwards.

A Prairie Home Companion—*Disney channel, Saturday, June 4; check local listings for times.* Garrison Keillor returns to the airwaves one year after the farewell performance of his award-winning radio series.

Aida—*Arts & Entertainment channel, Thursday, June 9, 1-3 a.m. ET and 9-11 p.m. ET.* Sophia Loren and Renata Tebaldi star in this 1954 Italian production of Giuseppe Verdi's famous opera.

Zeffirelli's Otello—From Stage to Screen—*Arts & Entertainment channel, Thursday, June 23, 1-2:30 a.m. ET and 9-10:30 p.m. ET.* An in-depth look at the making of Franco Zeffirelli's film "Otello," starring Placido Domingo.

Spencer Tracy Festival—*Disney channel, sometime in June; check local listings for dates and times.* Features famous Tracy films including "Pat and Mike," "Stanley and Livingstone," and "Desk Set" as well as a one-hour special, "Hepburn and Tracy."

Association Member Wins $2,000 Grant

Association member Priscilla Hamilton, a French teacher at Southwest High School in San Diego, is first-place winner in the Arts & Entertainment Mini-Grant competition publicized in a recent TV/Radio Tips column. The competition sought the best use of a broadcast on the Arts & Entertainment channel.

Hamilton received $2,000 for her project, a comparison of the "Cyrano" and "Roxanne" videos, texts, and writing processes.

INTERNATIONAL

Children Helping Children

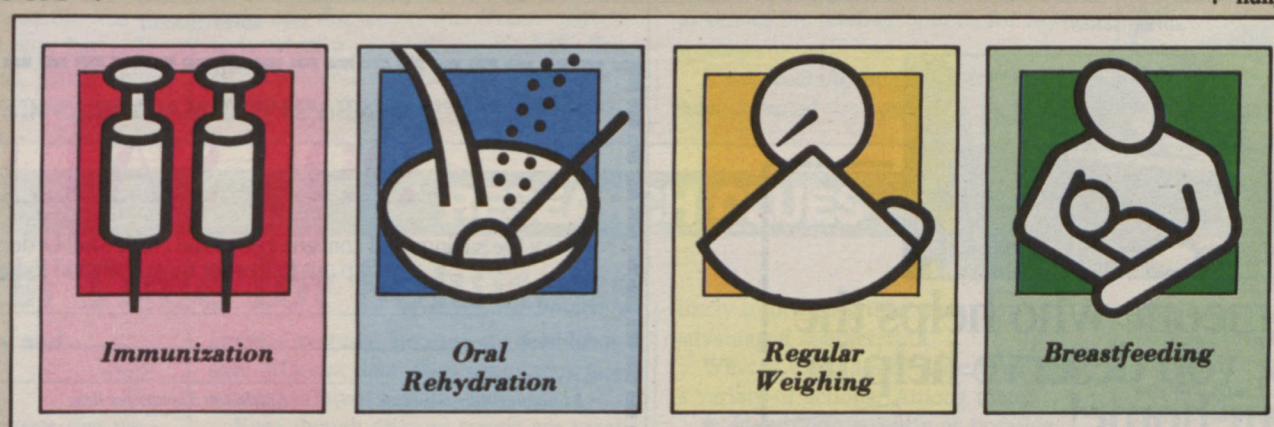
Your students can help save the lives of youngsters on the other side of the world—and learn geography, and art, and math while they do.

Helping youngsters around the world reach a healthy adulthood despite poverty and disease has long been an aim of UNICEF, the United Nations Children's Fund. Because many teachers and students share that concern, the U.S. Committee for UNICEF is making available a social studies and health curriculum for use in U.S. schools. Developed by INSA (the International Service for Health, Inc., of Atlanta), it's designed for students in grades 6 through 10.

The curriculum, *Healthy Children, Healthy World*, describes four practices UNICEF says saved the lives of 4 million children between 1981 and 1986: immunization, oral rehydration, breastfeeding, and regular weighing.

By 1990, UNICEF expects to provide 80 percent of the world's children with immunization against some of the six major childhood killer diseases—measles, whooping cough, tetanus, polio, tuberculosis, and diphtheria. That's up from a level of 20 percent in 1983.

UNICEF has already trebled the supply of oral rehydration kits, which save children from fatal dehydration caused by diarrhea. Regular weighing can tell families when their babies aren't gaining weight properly before the infants are permanently affected. Breastfeeding supplies nutrients and immunities that artificial formulas don't include—and cuts out the risk of mixing formula with contaminated water.



Learning about child health worldwide, students gain information about topics from chemistry to geography, from art to math. They practice skills from creative writing to chart interpretation and problem solving. And, they prepare to make informed decisions in a world where our neighbor's condition more and more affects our own.

Chris McKee of Buford, Ga., used *Healthy Children, Healthy World* for about two weeks last year with her seventh grade geography class at Lanier Middle School. Students learned about world hunger and discussed conditions in sub-Saharan Africa and some other regions. But they also went to work, selling home-baked goodies in front of the cafeteria for two weeks. The $350 they took in went to INSA to fund agricultural projects.

McKee, who isn't teaching geography this year, plans to use the curriculum again next year. "Seventh graders are at a good age to learn to take responsibility for others," she says. "And they love doing it." —*Jane Power*

Where It's At

Healthy Children, Healthy World is available for $5 from the U.S. Committee for UNICEF (see address below). For National UNICEF Day (October 31), the U.S. Committee supplies a free teacher's resource guide, including a poster, which this year will highlight the rights of the child as set forth in a UN Declaration in 1959, among them the rights to affection, food, shelter, emergency care, health care, education, and play.

For more information or a catalog of educational materials, including books, films, games, audiotapes, and free sets of color slides, write the U.S. Committee for UNICEF, Dept. 1023C, 331 E. 38th Street, New York, NY 10016 or call 1-212/686-5522. The U.S. Committee also has regional offices in Santa Monica, Calif., Houston, Chicago, and Atlanta—check your phone book.

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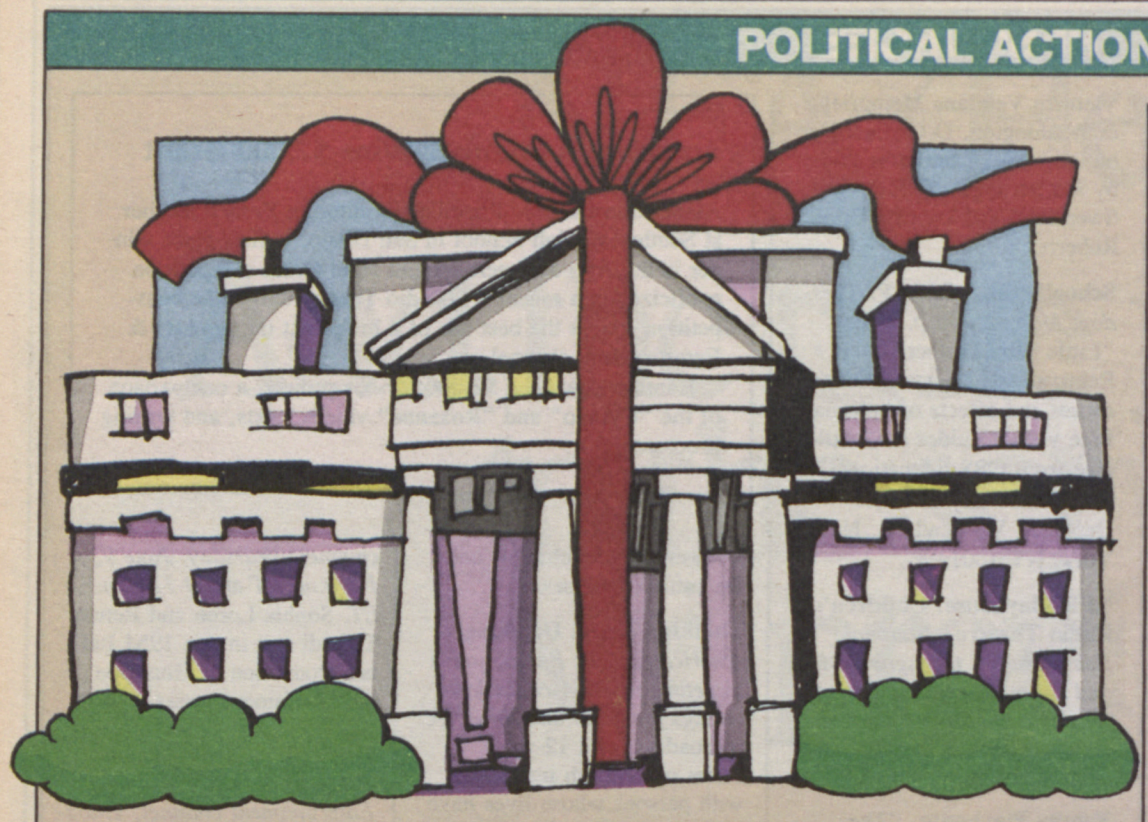

All Eyes on the Prize: The White House

NEA's political activism efforts are shifting into high gear as the 1988 campaign enters the final stretch before the national party conventions.

First on the agenda: Getting NEA members elected as delegates to both the Democratic National Convention to be held July 18-21 in Atlanta and the Republican National Convention set for August 15-18 in New Orleans.

In 1980 and once again in 1984, NEA had more of its members elected as delegates to the Democratic and Republican national conventions than any other membership organization or state delegation. This year NEA expects as many as 500 Association members will be on hand at the conventions to fight for party platform planks reflecting the Association's agenda for quality education.

One of those member-delegates is Barbara Hopley, a K-6 computer education teacher in Portsmouth, N.H., who was recruited by NEA-New Hampshire to run for a delegate seat.

"I've always been active in politics," Hopley says, "but it was the Association that coached me each step of the way to winning a delegate seat."

With direction from NEA, Hopley has spent close to a year working for Massachusetts Gov. Michael Dukakis' Presidential campaign. Among other accomplishments, she cosponsored an "Educators for Dukakis" night held at the Little Harbor School, wrote letters in support of the candidate to fellow ward members, and chauffeured campaign staffers around Portsmouth during a "Hike for Mike" event.

At press time, all Democratic Presidential candidates still in the race had participated fully in NEA's endorsement process. No Republican candidates had followed the process through far enough to become eligible for NEA endorsement.

Which Presidential candidate will get NEA's much-sought-after general election support will be determined by delegates to this summer's Representative Assembly in New Orleans (although a primary endorsement could be made earlier).

After the announcement of NEA's Presidential choice, an all-out national, state, and local effort to recruit and train member-volunteers gets underway in earnest.

This sort of Association-wide organizing in support of a candidate is "what separates the political hacks from the achievers" in the field of education advocacy, notes Maryland State Teachers Association Political Action Coordinator Ellen Moyer.

"NEA works to deliver the resources that no one else offers. That might mean providing a cadre of members to staff a telephone bank or adding that extra pizzazz that enthusiastic and knowledgeable school employees provide so effectively to campaign events," says Moyer.

Whatever work NEA members do on behalf of the Association's Presidential choice, they're hoping it will be enough to ensure victory on election day and continue the effort to put education back at the top of the nation's agenda. *—Vicky Lytle*

On Capitol Hill, A Civil Rights Win

NEA and its allies won a major victory in March as Congress voted to override President Reagan's veto of the Civil Rights Restoration Act. The new law overturns the effects of the 1984 Supreme Court ruling in *Grove City v. Bell*, which sharply restricted the reach of four statutes banning discrimination against minorities, women, the elderly, and the disabled.

By passing the bill by the two-thirds vote necessary to override a veto, both houses of Congress reaffirmed their commitment to principles of equal educational opportunity.

After four years of grassroots lobbying, 125 NEA Congressional Contact Team members from 40 states converged on Capitol Hill the day of the override vote. NEA member lobbying made an appreciable difference in the outcome.

Under the Grove City court ruling, only specific programs or activities receiving federal aid had to comply with four major civil rights laws. The restoration act bars discrimination by institutions, government agencies, and some corporations that receive any federal aid.

"Federal funds must never be used to subsidize discrimination based on race, sex, age, or physical disability," said NEA Government Relations Director Ken Melley as he urged support of the override in a letter to all members of the House and Senate.

—V.L.

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SOUNDING BOARD

Finding the Freedom To Teach

by Karol McMahan

Last February my seventh grade students read *Roll of Thunder, Hear My Cry*, the story of her family told by Cassie Logan, a Black girl growing up in Mississippi in the 1930s. This Newbery Award-winning novel by Mildred Taylor is the students' favorite of all the books we read. It has that powerful an impact on students, I think, because it appeals to their innate sense of fairness. Students seem to experience along with the Logan family a desire to prevail against the prejudice, mean-spiritedness, or indifference of their white neighbors.

The fact that my colleagues and I can teach this book shows how far we've come in the 22 years since I began teaching in Texas. There was a time when teaching a book like *Roll of Thunder* would have gotten me fired.

In the summer of 1964, as a young University of California graduate with three years of teaching under my belt, I volunteered to go to Mississippi to teach in a Freedom School. These schools, set up in Black churches, encouraged Black people to claim their rights, including the right to register and vote. I was part of a movement of several hundred Black and white volunteers who made up Mississippi Freedom Summer. Three of my summer colleagues were ambushed and murdered just days after they arrived. My students today are amazed when I tell them that their motherly looking teacher was labeled an outside agitator and fingerprinted as soon as she stepped off the bus in Mississippi. How could they know these things that happened a decade before they were born?

That summer in rural Mississippi I lived with the Wiggins family, who were Black. During the morning I did chores on the farm; in the afternoon I walked the dusty roads, urging sharecroppers to go to the courthouse in Canton to try to register to vote—or failing that to register with us as members of the Mississippi Freedom Democratic Party. I shared the Wiggins' table, eating butter beans and tomatoes from their garden; helping them draw water, bucket by bucket, from the cistern for drinking, bathing, and washing; and in the evening, going with them to the small, frame church where Freedom School classes were held.

All ages of people—from tots to old people—came to our classes, most after working in the fields. Two white college students and I taught Black history and the rights of U.S. citizenship. We used donated books set up on homemade shelves. The county library was off limits to Blacks, and their segregated schools lacked the most basic equipment. The Freedom School classes were scary and exhilarating. There was always the danger that our small gathering might be the target of nightriders before we could dismiss with our circle benediction of *We Shall Overcome*.

The next year I married and moved to Texas. I found a job teaching history in a high school in the Rio Grande Valley. I did fine until we studied the Civil War and Reconstruction. I was determined to elaborate on the textbook's bland statement that "Reconstruction had disappointing results for the Negro." I was ready to talk about civil rights to my students—not in the abstract but in the particular. People I had known in the summer of '64 had been harassed, fired from their jobs, and beaten. They'd had their churches burned—all because they wanted to register to vote and participate in the American democratic system.

My naivete showed in my zeal to teach about civil rights in a school where Hispanic students were suspended if they spoke Spanish on campus. To supplement the text, I brought in recordings of the Freedom Singers and the documentary play *In White America* by Martin Duberman. I had seen it performed in Canton, Mississippi.

I had written my congressional representative for copies of the 1964 Civil Rights Act and 1965 Voting Rights Act to give my students. The unit was going well, and discussion was lively—particularly when we read accounts of the first Black students who tried to attend integrated schools. My students wanted to know why Black students had needed the National Guard to protect them.

Then the principal called me into his office and told me that people were complaining about "my records and things." He said, "You stick to the textbook." When I offered to lend him the materials in question, he declined. He had never visited my classroom. I had already resigned effective the end of the semester because my husband had been transferred. This wasn't soon enough for the principal. He said that I had to leave the classroom to finish up my paperwork, and that a substitute would take over my classes. When I showed up for work the following Monday, that was indeed the case. I finished up my last week in that school sitting in the library reading my students' final papers. The following summer, I was one of 15 American history teachers awarded a fellowship to study at Stanford.

But this award did not make it any easier to find a job the next time I needed one in Texas, which was in 1971. At that point I had a young child, and my husband was working on a Ph.D. at Texas A&M University. I finally landed a job in a small town north of College Station that had just integrated its schools. The high school for Black students had been closed, so they had to walk from their side of town through the sidewalk-less streets to the now overcrowded white high school. There were no school activities such as after-game dances because of the post-integration tension.

I had no complaints about the students—Black, white, and brown. They were gracious, smart, and thoroughly likeable. The district assigned us certain nonteaching days to do home visits. When I visited the multigenerational Black families, I felt I was in a time warp, back in Mississippi. For the most part, the year was a good one. I ran afoul of the principal only once, when I assigned *The Confessions of Nat Turner* by Pulitzer Prize-winner William Styron as one of the reading options for my seniors.

I was teaching English literature to seniors bound for college. They willingly read the British authors I assigned. I didn't think it would hurt to deviate from the anthology and assign a book that related to the history of many of them. The principal told me not to teach that book, but the students had already ordered copies and paid for them. I confess this somewhat rebellious Aggie wife did not try to stop them from reading the books. The principal was glad to see me go when I resigned at the end of the year.

Since then I have taught seven years at Lyndon Baines Johnson High School in Austin, a (now) minority school that was racially balanced when it opened. Most recently I have taught six years in the Eanes Independent School District. In these schools I have enjoyed academic freedom and a great deal of choice in what my students read.

Since I can't take my students to Mississippi to relive with me the summer of 1964, I can guide them through the experiences of a fictional character their own age. I regard this as an obligation. Teachers must bring knowledge and good will to bear on the divisions that still exist in our society. To make it possible for us to do so, administrators need to provide us with an atmosphere of freedom and support. Censorship, an undue emphasis on specific skills or standardized tests, the feeling that risk-taking is discouraged—all these diminish our freedom to teach.

True education involves the whole person—heart as well as mind and body. In the words of novelist Walker Percy, education is a way of "knowing ourselves and how it stands between ourselves and others." Teachers, more than others, must follow Dr. Martin Luther King Jr.'s advice in his *Letter from Birmingham Jail*: "We must use time creatively in the knowledge that the time is always ripe to do right."

Association member Karol McMahan teaches seventh graders at West Ridge Middle School in the Eanes school district outside Austin, Tex. She plans to apply for a grant to study writing at the University of Texas.

RESEARCH CLUES

Dropouts: Time for Solutions

by Robert McNergney and Martin Haberman

New research suggests that we have a long way to go before we can really define dropouts—let alone count them—but that we'd better get serious about finding solutions to the dropout problem now.

Russell W. Rumberger of the University of California, Santa Barbara, argues that because there is no common definition of a high school dropout and no standard method for computing the dropout rate, we simply don't know how many kids leave school early. Transfer students sometimes end up on dropout roles; so do those attending night school and, occasionally, a student who's died.

The two most common methods of computing dropout rates are based on U.S. census reports and state high school attrition records. Because the two measure different data, they sometimes yield widely different results.

Even though dropout trends are tough to figure, there is agreement that the dropout rate has trended down over the past 20 years but now has leveled off or increased slightly, especially for some groups of students, including white males. The minority student dropout rate is—and always has been—higher than the white student dropout rate.

Differences in dropout rates between geographic regions are clear, whatever data are used. Brandeis University's Andrew Hahn and his colleagues report that the Southwest has a 21 percent dropout rate, the Northeast, 18 percent; the Southeast, 11 percent; and the Northwest, 9 percent. Not surprisingly, poor children are more likely to drop out than their more advantaged counterparts.

What is to be done? Experts propose a variety of actions. Among them:

- ► Identifying as early as possible students who are at risk of dropping out
- ► Targeting segments of the at-risk population, such as teenage mothers, and addressing their special needs
- ► Changing curriculum, scheduling, and location of classes
- ► Communicating a sense of caring and confidence to confused, insecure adolescents.

The costs of dropping out are great. One study suggests that it costs the nation at least $60 billion—and perhaps as much as $228 billion—a year in lost tax revenues and the costs of welfare, unemployment, and crime prevention. Even at the lower figure, that's $60,000 for each dropout. And the cost in lost hopes is incalculable.

This month's column comes from two sources. "High School Dropouts: A Review of Issues and Evidence," by Russell W. Rumberger, appeared in *Review of Educational Research*, summer 1987, and "Dropouts in America: Enough Is Known for Action" (1987), by Andrew Hahn, Jacqueline Danzberger, and Bernard Lefkowitz, is available for $7.50 from the Institute for Educational Leadership, 1001 Connecticut Ave., N.W., #310, Washington, DC 20036.

Robert McNergney is associate professor at the Curry School of Education, University of Virginia, Charlottesville, VA 22903; Martin Haberman is professor at the School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

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Youth Service: A Guidebook for Developing and Operating Effective Programs. Dan Conrad and Diane Hedin. Suggests to school people ways to set up community service programs for students. 71 pp. $10. Independent Sector, 1828 L St., N.W., Suite 1200-B, Washington, DC 20036.

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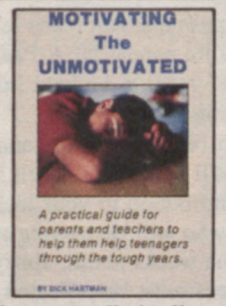
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ARITHMETIC

Games for Math: Playful Ways To Help Your Child Learn Math from Kindergarten to Third Grade. Peggy Kaye. Describes 56 activities at three maturity levels that can help children think mathematically. 236 pp. $8.95 plus $1 p&h. Pantheon Books/Random House Inc., 400 Hahn Rd., Westminster, MD 21157.

THINKING SKILLS

Dimensions in Thinking: A Framework for Curriculum and Instruction. Robert Marzano and others. Describes how to incorporate thinking skills into a school's curriculum and staff development—with emphasis on organization, clarification, and a framework for teaching. 176 pp. $10. Stock no. 0230-X-00-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

COMMUNITY RELATIONSHIPS

School-College Partnerships—A Look at the Major National Models. National Association of Secondary School Principals, American Association for Higher Education, Syracuse University Project Advance. Describes 11 ways schools and colleges in the same locality have worked together to provide academic opportunities to high school students. 53 pp. $6.56 incl. p&h. NASSP, Publications Sales, 1904 Association Dr., Reston, VA 22091.

TEACHING ABROAD

How To Find Jobs Teaching Overseas. Jim Muckle. A how-to booklet by an American teacher who has taught overseas, with names and addresses of foreign schools and agencies—plus sample resumes, cover letters, and plenty of personal anecdotes. 47 pp. $5 prepaid to Jim Muckle, 7021 Fellers Lane, Sebastopol, CA 95472.

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SCIENCE

Science Books & Films, March-April 1988. This issue of the American Association for the Advancement of Science's review journal gives comprehensive evaluations of 27 current (some brand new) high school science texts and rates "the best" of 42 such texts. Single copies of this and earlier high school textbook review issues (May-June 1985—biology; May-June 1986—chemistry; Sept.-Oct. 1986—physics) are available for $6 each plus $1.50 p&h. AAAS, Marketing Dept. EBC, 1333 H St., N.W., Washington, DC 20005.

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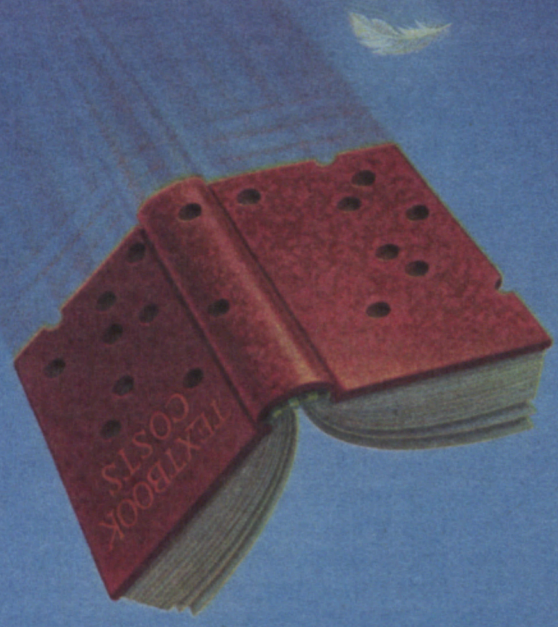

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Your NEA

SETTING POLICY

Meeting Way Down Yonder in New Orleans

More than 7,000 elected delegates are expected to attend the 1988 NEA Representative Assembly (RA) at the Louisiana Superdome in New Orleans, July 4-7. Theme of the 1988 meeting is "Insure America's Future: Invest in Public Education."

Delegates will represent the entire NEA family—teachers, support staff, administrators, higher education faculty, student members, and retirees. Together, they'll set the Association's course for the coming year.

There'll be two days of exhibits, along with business meetings, and special events such as the presentation of NEA's 1988 "Friend of Education" award to the person deemed to have contributed most to American education during the past year.

Pre-RA meetings include the NEA Student Program Leadership Conference, the NEA-Retired Program, and the Joint Conference on the Concerns of Minorities and Women, all tentatively scheduled for June 29-30.

Information on preconvention conferences is included in an official packet to be mailed to delegates in June. For further details, contact the NEA Office of Convention and Management (1-202/822-7750).

Disabled persons who will need special services or equipment should make arrangements through NEA Health Services (1-202/822-7666) immediately.

Off and Running...

Practice your pushups; run those laps. Get in shape for the fifth annual NEA-PAC "running for office" race, to be held July 2 at Audubon Park in New Orleans.

If you won't be attending the annual meeting, you can still be there in spirit by making a generous contribution to your local delegate-runners, who will be coming to you for donations in the weeks ahead. Entry fees for the various races must be collected *before* the RA from NEA members, families, and friends, in the form of contributions to NEA's political action arm (NEA-PAC). Last year's race netted $36,000; this year's goal is $50,000.

The more money a participant raises, the higher the "office" he or she can run for. ("Presidential" contenders must raise $800 or more; Senate contenders, $600-$799; Representative, $400-$599; campaign manager, $200-$399; field coordinator, $16-$199; and precinct captain, $15.)

There'll be a five-kilometer race for serious runners and a one-mile race/walk for serious sprinters and those who prefer a more leisurely pace. Twelve or more runners may compete as a group in one of three categories: state legislature, for groups raising $1,500 or more; city council, for groups raising $750-$1,499; and school board, for groups raising $180-$749.

Besides individual prizes to be awarded to men and women of different age groups, this year a special NEA-PAC Spirit Trophy will go to the person in either race who raises the most money. State delegations raising the most money and turning out the highest percentage of delegates to run will also win awards.

LOOKING BACK

► Schools will try just about anything—from punishment to praise—to prod students into spending more time on school work. Back in 1984, Texas lawmakers approved a controversial "no pass, no play" rule (Debate, May 1985), requiring students to pass each course or be excluded from participating in extracurricular activities.

Other school systems reward rather than punish. In Cleveland, Ohio, every "A" grade earned by high school juniors and seniors nets them $40 toward their college tuition.

The latest move: As we go to press, the Arizona House Education Committee has given its approval to a "no-pass, no drive" bill. If the bill becomes law, students who drop out of school would lose their driving licenses.

► A recent survey from the U.S. Department of Education reveals that more than 1 million students were paddled ("Let the Paddler Beware," Feb.) during the 1985-86 year. Almost 80 percent of the incidents occurred in the South, and one in four in Texas. Arkansas led the states in percentage of pupils paddled.

School spanking is illegal in California, Hawaii, and seven Eastern states. Eleven other states (none in the South) have anti-paddling laws in the works.

► NEA Executive Committee member Bob Chase recently told a congressional subcommittee on television and finance that, except for PBS and some cable channels, "the television industry's commitment to quality programming for young children is—with a few exceptions—woefully inadequate." ("Tube Time," Oct. 1987)

Chase charged that TV producers and toy manufacturers have joined together to make children's prime viewing hours "one single uninterrupted sales pitch." NEA, he noted, has recommended that the federal government require at least 10 hours per week—and at least one hour per day—of educational informational television for children under 12.

Chase's testimony was in support of the Children's Television Practices Act of 1988—legislation that would restore standards that limit commercials and provide quality television programming for children.

► "Children Under Attack," the article about the arrest and abuse of hundreds of Black children by the South African government (Oct. 1987), has raised the ire not only of Association members, but of many students.

One such student—Mitschka J. Hartley, president of the Leavett Area (Maine) High School National Honor Society—has written to South African President Pieter Botha, asking that he try to stop the "immoral actions against the youth who could be potential future leaders of your society."

Enclosed in Hartley's letter was a petition signed by many of the school's students objecting to the human rights violations perpetrated by the South African government.

► The off-again, on-again plan to put all Los Angeles schools on a year-round operating schedule (Debate, Nov. 1987) by July 1989 is now off again. School Superintendent Leonard Britton withdrew the plan after the school board backed off its earlier endorsement of the July 1989 deadline. Still planned, however, is the phase-in of year-round school operations by the 1991-92 school year.

MAKING NEWS

Joe Di Dio

In recent testimony before the Presidential **AIDS** Commission, NEA President Mary Hatwood Futrell (shown at right with NEA Health Information Network Director Jim Williams, as they greeted Ryan White, an Indiana student with AIDS) asserted that education is the key to stopping the spread of this deadly syndrome. Yet, she noted, the only federal program giving national organizations grants to increase the number of schools teaching about AIDS provides less than $8 per district. AIDS education, Futrell emphasized, needs to be woven into comprehensive health education programs that are integrated into the curriculum at all levels. And all teachers—not just health teachers—need to be able to answer student questions about AIDS...

Joe Di Dio

The elimination of **asbestos hazards** in schools is long overdue. That's the message NEA Executive Committee member Roz Schleife of Wisconsin gave when she recently testified before Senate subcommittees on the Asbestos Hazard Emergency Response Act. Schleife urged Congress to provide a $25 million supplemental appropriation for the Environmental Protection Agency to assist states and schools in meeting the costs of inspections and the development of asbestos management plans. She also called for increasing the number of approved courses to certify inspectors and management planners, and for accredited asbestos analysis labs...

NEA Today has won first place in the tabloids category of a nationwide publications competition sponsored by *Association Trends*, the weekly newspaper for association executives.

SEEKING OFFICE

RA To Elect NEA Leaders

Delegates to the 1988 Representative Assembly will elect the NEA secretary-treasurer and two Executive Committee members. The secretary-treasurer will serve a two-year term beginning Sept. 1, 1988. The two Executive Committee members will serve three-year terms beginning the same date. The following candidates have filed for office and submitted statements by April 1, 1988. Candidates for each office appear in the order in which they filed for office.

For Secretary-Treasurer

Roxanne Bradshaw

NEA continues its long-standing commitment to public education. Our base of strength extends from small and large locals through state affiliates to the national Association. The depth of the quality of our human resource is the foundation of this great organization. This Presidential election year challenges us to command a political agenda to enhance the future of public education at all levels. All students must have access to a quality public education regardless of sex, race, disability, ethnicity, religion, or socioeconomic status.

I was elected and have served as secretary-treasurer on a record of budget expertise and a willingness to address the difficult issues with advocacy and candor. I welcome the opportunity to continue to assist NEA's promotion of education and students.

For Executive Committee (two seats)

Michael Johnson

Michael Johnson is a 2nd grade teacher with 18 years of elementary classroom experience. He has represented members at all levels of the NEA.

Michael believes NEA members must direct the next wave of educational reform. He will actively work to establish NEA's impact on the National Standards Board; create positive state standards boards and relevant change in teacher preparation programs.

Michael will strive to improve compensation for all members and adequate financing for schools, programs, and all children. Michael seeks input from all NEA groups and interests to provide equal access to every member.

Michael's experience on the UniServ Advisory Committee allowed him to use his leadership skills and style to create broad-based, positive growth for the NEA.

Roz Schleife

NEA's growing membership isn't waiting for the future to happen, we are in the business of inventing it! NEA is the most constructive force to educate tomorrow's leaders.

I am seeking your vote for my re-election to the NEA Executive Committee because I want to continue working with you to promote public education as the top priority in America. Together we can influence changes that will provide an even better learning environment for the diversified student population we face. We must cause legislators to invest in the future by investing in public schools. Our collective voices will help improve working conditions and wages and allow members to retire with the dignity deserved for the services given.

This election is your opportunity to INVEST IN THE FUTURE.

Edith Swanson

As we prepare to enter a new decade and a new century, I believe that active pursuit of NEA's goals for excellence has never been more crucial. For five years, we have listened to reform rhetoric. We can no longer be satisfied with words—we must take action.

As we urge the states and the nation forward into reforms for excellence, it is vital that our professional recommendations be the foundation for the emerging educational practices and policies.

As the world's strongest education advocates, our responsibility is to offer leadership and direction in developing national instruction programs. We are well prepared. Our expertise must be offered and utilized.

I am prepared to use my experience to address these problems and work for solutions.

REACHING OUT

Vie for A+ Award

Are any members of your local Association running a program that reflects one or more of the nine principles in the *NEA Action Plan for Educational Excellence*? If so, your affiliate is eligible to win an NEA A+ Award.

NEA last month launched the A+ Excellence in Education Award program to honor successful local Association projects that improve student learning and to show the public how Association members are leading the way in education reform.

To be eligible, programs must be operating this school year. Nomination forms and all supporting materials must reach NEA by June 17. For more information, contact the communications director of your state Association.

Health Meeting

If you're interested in children's health issues, plan now to attend the 1988 annual meeting and conference of the National Association of School Nurses, to be held June 28-July 2 in Anaheim, Calif. Conference theme is "Issues in School Nursing Practice: *Children in Crisis*."

Featured speakers will include Melvin Levine, M.D., author of "Developmental Variation and Learning Disorders," and Dr. Guillermo Mendoza, a specialist on the asthmatic child in the classroom.

For more information, contact the NASS, Inc., P.O. Box 1300, Scarborough, ME 04074 (1-207/883-2117).

Top U.S. Students

NEA, *USA Today*, and the National Association of Secondary School Principals are sponsoring the second annual competition to identify the nation's top high school students. The 60 winners—divided into first-, second-, and third-place teams of 20 each—will be announced on the front page of *USA Today* on May 16.

The first-team winners will come to Washington, D.C., as guests of the sponsors for a round of activities that includes press and TV interviews and a reception hosted by NEA.

Association members have been involved at all levels of the competition, which drew some 900 entrants. Education majors at colleges and universities in the Washington, D.C., area served as preliminary judges in a special project coordinated by NEA Vice-President Keith Geiger.

Geiger and Association member Pearl Mack will be two of ten judges in the final stage of the contest.

Teach Peace

Help your students learn the value of peace and what they can do to help achieve it at every level: observe International Peace Day in your classroom next Sept. 20.

The United Nations initiated the Day in 1981. Date of the observance—generally the third Tuesday in September—coincides with the opening session of the UN General Assembly.

For more information, contact the United Nations Association of the USA, 300 E. 42nd St., New York, NY 10017 (1-212/697-3232) or United Nations Dept. of Public Information, Rm. 1037J, United Nations, New York, NY 10017 (1-212/963-6840).

Maehling Honors

The National Foundation for the Improvement of Education (NFIE) has announced the winners of its four 1988 Hilda Maehling Fellowships. The annual grants support innovative educational projects designed and implemented by teachers.

NFIE, created by NEA in 1969, administers programs designed to restructure, reform, and improve public schools.

The winners—

► Connie Eskesen, Linda Reesman, and Leslie Handy of Walter Kidder Elementary School in Brunswick, Ohio, for a project to expose their 99 percent white student body to Black culture.

► May Moore of Southport, N.C., for a project to encourage South Brunswick Middle School students who are interested in teaching as a career.

► Richard D. Thompson of West Glacier, Mont., for a project to coordinate literacy and learning efforts both in and out of the classroom.

► Stephanie Brinkerhoff of Comstock, Mich., for a project to help families build literacy by reading aloud to young children.

Carr Grant Winners

NFIE has announced the winners of two William G. Carr grants, awarded annually to projects that directly benefit students and contribute to some aspect of international cooperation, global education, or peace.

The winners—

► Madelaine Conboy, an art teacher at Clague Intermediate School in Ann Arbor, Mich., and Ruth Beatty, art coordinator for the Ann Arbor public schools, for a student art exchange between Michigan schools and schools in the People's Republic of China.

► Monica Martinez Rybarczyk and Delores Donahue Ward, bilingual education instructors in the Kalamazoo public schools, for a program that brings together students and the community to promote an understanding of the various cultures in the community.

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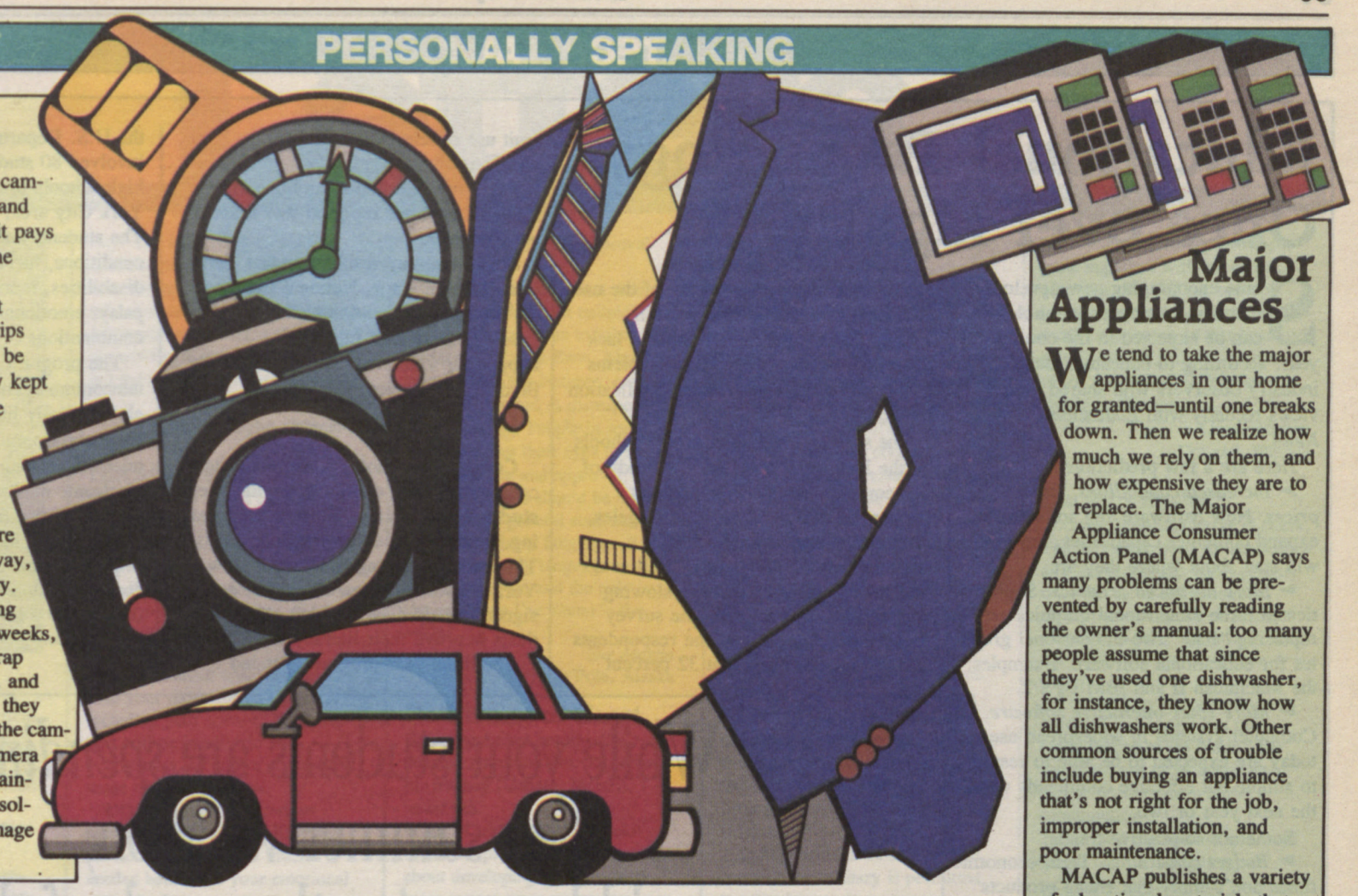

MAKE IT LAST

Quality is in. Market researchers say consumers at all economic levels are now looking for items that will last—even if they have to pay more for them. But to get the maximum life out of each purchase, you need to know how to care for it. Here are some tips from the pros on how to preserve your possessions.

Cameras

Modern, automatic cameras are difficult and expensive to repair, so it pays to take care of them. The National Association of Photographic Equipment Technicians say many trips to the repair shop could be avoided if people simply kept their cameras in the case when they aren't taking pictures.

Most repairs are due to damage from water, sand, and impacts. Before you put your camera away, be sure it's clean and dry. If you don't plan on using your camera for several weeks, take out the batteries, wrap each separately in tissue, and store them. This way, if they leak, they won't damage the camera. And never keep a camera in a closet or drawer containing mothballs, glues, or solvents. The fumes can damage sensitive electronics.

Major Appliances

We tend to take the major appliances in our home for granted—until one breaks down. Then we realize how much we rely on them, and how expensive they are to replace. The Major Appliance Consumer Action Panel (MACAP) says many problems can be prevented by carefully reading the owner's manual: too many people assume that since they've used one dishwasher, for instance, they know how all dishwashers work. Other common sources of trouble include buying an appliance that's not right for the job, improper installation, and poor maintenance.

MACAP publishes a variety of educational materials that can help you purchase, use, and care for your major appliances. It may also provide assistance if you have a consumer complaint and are not satisfied with the action taken by the manufacturer. For more information and a price list for literature on a variety of appliances, write to: MACAP, 20 North Wacker Drive, Chicago, IL 60606.

Automobiles

You don't need to be a mechanical genius to double the life expectancy of your new car. Just follow these three simple rules:

Change the oil. Ignore what the owner's manual says, and change the oil and oil filter at least every four months or 5,000 miles. An oil change should cost $20 or less—cheap compared to an engine overhaul!

Check the tires. Incorrectly inflated tires can drastically reduce the life of your car's tires and stress expensive suspension and steering parts. Even if the tread looks good, replace tires after five years or you may risk a blow-out.

Keep it clean. Grime on the outside of the car can trap pollutants that will damage the finish. Mud on the underside can trap road salt and moisture, which can cause rust. Dirt in the fibers of your upholstery and carpets acts like tiny razor blades that can cut and weaken the fabric. So keep your auto as clean as you can, and consider mats and seat covers.

Clothes

Designers say Americans are buying fewer but better (and more expensive) clothes. Look in your closet. You probably have a bigger investment than you think. If you want to get your money's worth, here's how to make your garments last longer:

Keep them clean. Washing and dry cleaning are hard on clothes. Prince Andrew's valet says a man's wool suit should only have to be dry cleaned three or four times in its lifetime if properly cared for. Usually, he says, a good brushing and pressing will suffice.

Change into old clothes as soon as you get home from work. If you must do housework or cook in good clothes, wear an apron or smock, and roll up your sleeves. Put on your perfume, makeup, nail polish and hair spray before you get dressed—the chemicals they contain can damage fibers. Protect your lap with a napkin even if it's "just a snack."

Don't carry bulky items in your pockets. They'll stretch or tear the material. Carry pens in your shirt pocket, not your jacket, in case they leak. Also beware of jewelry that can snag, and things like newspapers and leather goods that may rub off on your clothes. Carry slip-on boots and an umbrella in your car for sudden bad weather.

Clean dirty clothes properly and as soon as possible. When your clothes do become dirty, clean them promptly. Stains can set, and some spills may attract bugs. Never store dirty or damp garments. Hang clothes neatly, and on appropriate hangers, so they don't lose their shape.

Don't assume you know how to wash something just because you know what it's made of. Read the care tags carefully. Don't overload the washer or dryer—80 percent full is about right—and use the coolest water that will still give you good results.

Alternate shoes. Don't wear the same pair of shoes two days in a row. They need 24 hours to dry out. Use shoe trees, and don't store your shoes in shoeboxes until they've had a day to air.

Watches

High status watches are extremely popular. The American Watchmakers Institute points out that to keep a high-quality timepiece in good working order, remember that it is a sensitive instrument that doesn't like extremes. "Water resistant" and "shock resistant" don't mean you can soak or abuse your watch. Temperature swings are dangerous—the best place for a watch in the cold is on your wrist, where your body heat will keep it warm.

If you have to wind your watch, make a habit of doing it once a day, at the same time each day. If it's electric, don't wait until the battery dies before you replace it. Keep all watches away from strong magnetic fields like electric motors, TVs, and radios.

Fine dust is the worst enemy. Any watch worth keeping should be professionally cleaned periodically. Women should remember that perfumes and powder can get inside the watch case, so don't store your watch near them or wear it while you're putting on your makeup.

TECH TALK

Educational Technology: Once over Lightly

Some encouraging new developments in **computer technology** can be expected in the coming year, according to educators and industry observers who shared their views recently with *Education Computer News*.

Here are a few predictions:

► *Increased capabilities, stable prices.* New hardware and software will expand computer capabilities, but prices will stay about where they are.

► *More advanced graphics.* Sophisticated three-dimensional graphics are replacing "flat," two-dimensional graphics for educational software. Examples: the Macintosh II and IBM's PS/2.

► *More voice-interactive software.* Computer systems in widespread use today are expected to be able to respond to simple but effective commands within the next year or two.

Some not-so-positive trends:

► *Budget constraints.* Tight economic times don't imply that cheap products will be all that schools can afford, but rather that buyers will have to be more mindful of cost-effectiveness than ever.

► *Obsolescence.* Changes in the software and hardware industry happen so fast that an item can go from state-of-the-art to obsolescent before a ninth grader graduates from high school.

The National Council of Teachers of Mathematics (NCTM) is calling for a restructuring in the way computers are used to teach **mathematics.** In its position paper *The Use of Computers in the Learning and Teaching of Mathematics,* NCTM laments the teaching of programming in a way that's not related to math instruction, as well as too little use of computers for teaching math concepts and problem-solving skills.

Observes the report: "Computer programming activities in mathematics classes should be used to support mathematics instruction; they should not be the focus of instruction."

The Trenton, N.J., school district is experimenting with a software dissemination project that could eventually cut **software expenditures** for the district in half, according to *Electronic Learning* magazine.

Trenton is one of the few districts in the country that's able to transmit computer software from a file server that serves as a central data repository to computers in the schools via television signals. The program began on a pilot basis with one of the district's 25 schools last fall.

It involves on-loading computer programs and other data and transmitting them by modem to New Jersey Network, the state's public television network. Through unused frequencies, they're encoded as television signals and beamed to any computer lab that requests the data. The state of New Jersey contributed $45,000 to the project. The rest of the cost is being picked up by UNISYS Corp.

The first nationwide survey of the use of **telecommunications** in schools reveals that budget limitations and lack of school support pose major problems in this otherwise fast-growing application of educational technology.

The survey, conducted in 455 schools by the National Center for the Study of Telecommunications in Schools at Pepperdine University in Los Angeles, disclosed exemplary school telecommunications practices as well as a number of problems that are slowing applications. For starters, the survey found that 33 percent of the respondents have no modems and that 32 percent limit use of telecommunications to administrative activities.

The most common school use of telecomunications reported was searching databases.

For full survey results, contact Terry Cannings, Director, National Center for the Study of Telecommunications, Graduate School of Education, Pepperdine University, 3415 Sepulveda Blvd., Los Angeles, CA 90034.

Computer technology, especially telecommunications, can motivate **disabled students** to learn and improve their reading, writing, and comprehension skills. This was the finding of a major New York University research project designed to help disabled high school students improve their literacy skills.

The three-year program, funded by the U.S. Department of Education, involved 80 students (ages 12-18) in 10 high schools in the metropolitan New York City area, Albany, and Boston. The students had a variety of disabling conditions, including deafness, learning disabilities, mental retardation, cerebral palsy, emotional disturbances, and combinations of these disabilities.

The program featured an interactive telecommunications network which electronically linked the 10 schools. Each classroom was equipped with a teleconferencing system that provided electronic mailboxes for each student and an electronic bulletin board.

The report found that all students improved their reading, writing, and comprehension skills, no matter what their literacy level at the beginning of the project.

—Vicky Lytle

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Letters

Underachievers

I was very interested in the article "Is There a Gifted Underachiever in Your Classroom?" (April).

I'm a counselor in the Jefferson Co. (Colo.) schools, and have been an Association member for almost 20 years. I became interested in "HUG" (Hypothetically Underachieving Gifted) kids when I realized that my favorite bunch of friends—members of MENSA, the international high IQ society—exhibited a lot of the same characteristics as some of my students.

What I have found, in talking to HUG kids and adults, is that most of them underachieve for a reason. There seemed to be a component of anger in that underachievement so many times that I had to ask myself where that anger came from. Using Elizabeth Kubler-Ross's theory of grief, I theorized that the anger was a normal reaction to a loss.

And interviewing students and adults has borne this out. Losses range from divorce and death to the birth of a sibling or a rejection or humiliation by someone at school. I found that my counseling skills really pay off with these students, for they are uniformly hungry to grieve their losses and get past them.

Kit Ketcham
Golden, Colorado

Equity/Excellence

The article "Black Education: How Far Have We Come?" (April) prompted the following thoughts:

The public schools of America will never attain equity for Blacks as long as there is not complete equity for Blacks in all other phases of community life.

It is irrational to think that a racially prejudiced community will spend as much money to educate a Black or Hispanic or Asian child as it will spend to educate a white child. It is irrational to think that a racially prejudiced community will employ a Black or Hispanic or Asian over a white. And if all four are employed, it is irrational to think that a racially prejudiced community will pay equal wages.

The integration of school facilities is only a partial step toward equality of educational opportunity. The continuing overriding criterion should be quality of the educational experience. Any school or classroom that does not emphasize and develop the intrinsic self-worth of each student does not have quality education.

Ruges R. Freeman
Richmond Heights, Missouri

Harassed at Work

The article on sexual harassment (Human Rights, April) appeared too late! Please print this additional advice for readers who, like myself, are compelled to report blatant physical advances of a sexual nature to their personnel departments.

DO talk about your experiences with your most trusted friends, including your spouse. Their support will be invaluable in overcoming the loss of control and sense of powerlessness.

DO have your Association represent you in talks with your district. This will give much-needed balance to your emotional state of mind.

DO purchase and read *Help Yourself: A Manual for Dealing with Sexual Harassment*, published in 1986 by the California Commission on the Status of Women, 1303 J St., Suite 400, Sacramento, CA 95814-2900 ($10).

DO remember that people who exhibit physical behaviors that are sexually harassing are very careful to never have witnesses—but they do make mistakes and their behaviors must be stopped.

Ed note: name withheld upon request

Adult Illiteracy

Thank you for publishing the article "Daddy Can't Read" (March).

As general supervisor of adult education in the western regional education office, I am very interested in these kinds of articles.

I urge you to include more articles that deal with adult education—especially those that reveal the latest research in this field—and also with the situation of elder students (60 years and over).

Ramon de la Cruz
Anasco, Puerto Rico

Different View

In the article "What Is Your Body Language Telling Your Students?" (March), I take exception to the suggestion that "direct eye contact," "touching," or "leaning forward" are positive approval techniques.

I teach children from a whole spectrum of different cultural backgrounds who go to school on Eielson Air Force Base, Alaska. Eye contact, for instance, can easily be interpreted as disrespectful or threatening. People in some cultures lower their eyes to show understanding and approval.

Great caution should be used when such a general statement is made about body language. Each culture has body language communication, and the only universal one I've found is the smile.

Sue Martin
North Pole, Alaska

No Change of Heart

Before and after reading the debate on holding parents liable for truancy (Debate, March), I voted yes.

All the excuses about socio-economic problems and panaceas about developing creative strategies cannot erase my most recent example of parent neglect. A hard-working boy who was barely passing English was taken out of school a week and a half before the semester ended. Reason: family vacation to Florida.

Ready or not, the boy took all his exams before leaving. Final grade: E.

I felt bad but also mad—mad that I couldn't fail the parents for failing their own son. Were the two weeks in Florida worth condemning him to summer school?

M.L. Lockhart
Sterling Heights, Michigan

Praise the Court

I applaud the Supreme Court decision concerning student press rights (You and the Law, March). I find it encouraging that our highest court has affirmed the authority of principals in their schools.

Schools are not, and should not, be "mini-democracies." Students should not elect the principal. Student representatives should not make school rules and policies. Likewise, students should not have the freedom to publish whatever they want in the school newspaper.

Keith Rayhowski
Dillon, Montana

Corporally Consistent?

I was amazed when I read the article on corporal punishment (You and the Law, Feb.).

If NEA has adopted a resolution opposing corporal punishment, why does *NEA Today* publish an article telling how to minimize legal risks when using it? If, as an organization, we have taken a stand against it, why does NEA's liability insurance pay attorney's fees and civil judgments in corporal punishment cases?

It seems to me the organization is sending mixed messages about where it really stands on corporal punishment.

Pauline P. Keyes
Shishmaref, Alaska

Peace First

Being a member of NEA's Peace and Justice Caucus and enjoying what President Futrell has had to say about opportunity and education for our children, I was dismayed to see the half-page ad for "Army, Be All You Can Be" (March).

In high schools throughout the country, the military is permitted to actively recruit on campus. Progressive groups have tried to gain equal access to students, but have been turned down with the excuse that our educational offerings against the military are political and therefore not allowed. The military is acceptable because it is job-oriented.

NEA should adopt a policy against promoting militarism and for promoting peace studies. Boosting militarism in any manner should be barred from public schools. For a start, let's at least bar it from our own publications.

June Hemmingson
Albany, Oregon

More Timely Training

After reading about teacher training gaps ("NEA Members Cite Teacher Training Gaps," Feb.), I had to agree with the writers. Many universities need to review and revise their teacher training programs so that the courses are geared more to real-life situations.

While I was student teaching in a high school German program, I took a course entitled "Problems in Teaching German." I was the only student in the class who was teaching at the time. Every day I would come to class bursting with questions.

The problems I encountered, I know now, were typical for a high school foreign language class. Although they did not have to do with German, to me they were real enough.

To my surprise, the professor grew impatient with me and my questions. He told me to stop interrupting the class with my personal experiences so that he could go on with the topic of the course, which was, after all, Problems in Teaching German.

Gerda Mullen
DeLand, Florida

Back to Basics?

Lorraine Buhrman wrote (Letters, Feb.), that the push for academics and test scores has taken priority over the social and emotional developmental needs of young children. If what she says is true, our school reform is right on target.

For too long our schools have accepted responsibilities that really belong to the family, the churches, and other social agencies or institutions in our communities.

Our state legislatures and local school boards mandate a prescribed curriculum, and teachers are trained as teachers of curricular subject matter, not as surrogate parents, psychotherapists, social workers, entertainers, or fund-raising promoters.

Unless we limit ourselves to the main purpose of education—teaching our curriculum—society will continue to dump new responsibilities on a school system that already has a poor track record in teaching basic intellectual skills.

Gilbert A. Rubio
Arcadia, California

Open Classrooms

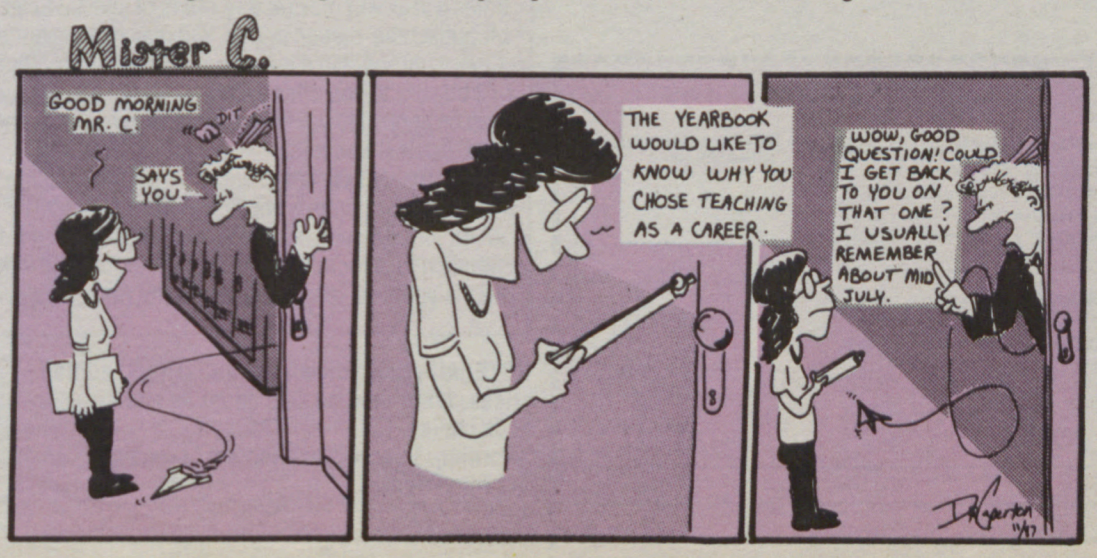
We are a group of five teachers with a total of 50 years spent in the open classroom (Sounding Board, Nov. 1987). We feel that we have all benefited from sharing a wealth of materials and ideas not readily available in a self-contained room.

Observing other teaching styles and techniques of dealing with students has been a real learning process for us and a valuable tool in our individual dealings with students. Helping each other solve problems and discussing students' achievements have been great aids to all of us.

Students also have learned from seeing a group of teachers working in a cooperative environment. They have been given the opportunity to learn and interact in small and large group situations at various grade levels. Distractions occur in any situation—be it open or self-contained classrooms.

We feel that the *teachers*, not the *space* in which they teach, are the ones who determine the education that takes place.

Karen Lange
Nancy P. Nelson
Sally C. Kier
Helen M. Powers
Allene Gilbert
Jamestown, New York


Mister C.
GOOD MORNING MR. C.
"D" IT
SAYS YOU.
THE YEARBOOK WOULD LIKE TO KNOW WHY YOU CHOSE TEACHING AS A CAREER.
WOW, GOOD QUESTION! COULD I GET BACK TO YOU ON THAT ONE? I USUALLY REMEMBER ABOUT MID JULY.
A
D. Caperton 11/87

This month's cartoon comes from Association member David Caperton, whose work first appeared in the April issue.

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

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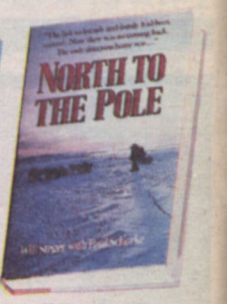

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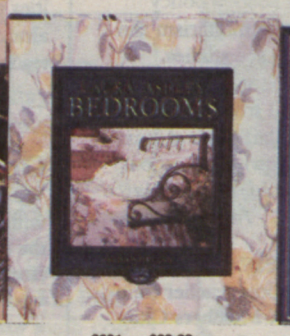

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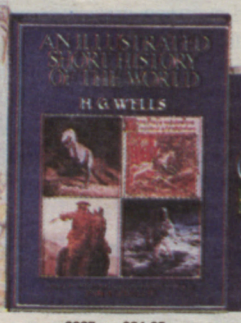

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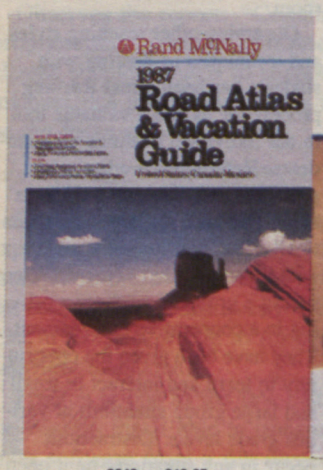

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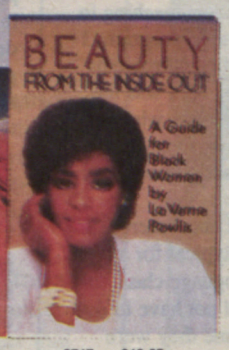

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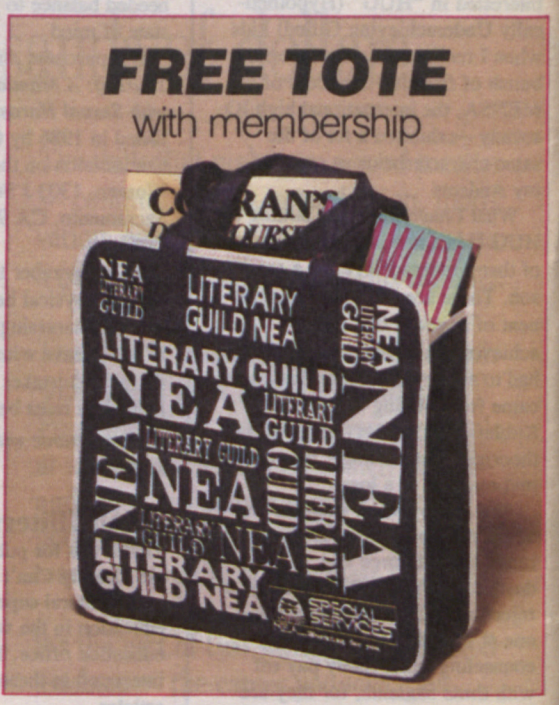

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